DOCUMENT RESUME

ED 393 405 IR 017 741

TITLE Community Update: Goals 2000. 1995-96.
INSTITUTION Department of Education, Washington, DC.
PUB DATE 96
NOTE 68p.; For the 1994-95 issues (n12-22), see ED 381 151.
PUB TYPE Collected Works - Serials (022)
JOURNAL CIT Community Update; n23-33 1995-96

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Community Development; *Educational Improvement; *Educational Objectives; Elementary Secondary Education; *Family Involvement; Futures (of Society); Learning Activities; *Meetings; *National Programs; Newsletters; Statewide Planning
IDENTIFIERS *Goals 2000; National Education Goals 1990

ABSTRACT

This document consists of the 11 issues of the newsletter "Community Update" which were published between April 1995 and March 1996. The newsletter provides information to help schools and communities reach the National Education Goals. Each issue contains announcements of monthly satellite town meetings, topics to be discussed in upcoming town meetings, developments and issues related to Goals 2000, and news of state and local planning for Goals 2000. Also included in this series of issues are updates on the Family Involvement Partnership for Learning, reports of other types of partnerships in education, and a schedule of meeting broadcasts on cable television's Mind Extension University. (BEW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 393 405

Community Update:
April 1995 - March 1996

by U.S. Dept. of Education

IR017741

BEST COPY AVAILABLE

Community Update

No. 23, April 1995
U.S. Department of Education

Communities Use Town Meetings to Engage the Public in Reform

In scores of cities and small towns across the country, the Satellite Town Meetings are now being broadcast on cable stations. In addition, many communities have found creative ways to use the Town Meetings to encourage local involvement with school improvement campaigns. Building their own programs around the Town Meetings, local groups extend the discussion of the national forum, focusing on the issues of highest priority to their communities and the specific challenges facing their schools.

"Math and Science: Education for the 21st Century" was the topic of the March Town Meeting. See details on p. 5.

In Savannah, Georgia, radio station WEAS has carried the Satellite Town Meetings live and has added its own programming to highlight local issues. The station's involvement with the Town Meetings grew into a full partnership with the community that now includes a wide range of activities. Led by general manager Rick Whitson, WEAS' efforts include conducting "on the air" campaigns at local schools several times weekly to encourage and increase attendance, recognizing outstanding teachers, holding essay and other educational contests for students, and matching young people with local employment opportunities. WEAS also teams with a local TV station for a program broadcast on both radio and television that is based on each month's feature story in *Community Update*.

In the north central Florida community of Alachua County, which includes Gainesville, an organized discussion is held after every Town Meeting, led by a school improvement facilitator. The event is publicized district-wide and is open to everyone. "After viewing the Town Meeting, people feel comfortable sharing the things they're doing at their school sites that are impacting students' lives," said facilitator Bill Herschleb.

In York, Pennsylvania, a local library has taken the lead to be not only a downlink site for viewing the Town Meetings but also the point from which the program is broadcast to the greater community. The Martin Library in York has teamed with York Community Access Television, Channel 16, so that the Town Meetings are now broadcast to 55,000 area homes. This way parents who have young children and cannot attend an evening meeting are still able to view the program. "Our idea is to provide this to people in their homes so they can see what's going on at the national level," said Martin Library business manager Frances Keller.

The Lake County Business Industry Education Consortium (BIEC) in Illinois downlinks the Town Meetings for their area, which includes the city of Waukegan. The Lake County BIEC is a nonprofit organization dedicated to promoting partnerships between businesses and schools. A discussion is planned before and after the Town Meeting, led by a prominent community leader or another facilitator. The Lake County BIEC also makes videotapes of the Town Meetings available to the public.

Some communities have held special events in connection with a Town Meeting of particular interest to their local residents. The January 17 Town Meeting on school-to-work programs inspired a number of special events.

In Puyallup, Washington, the PTA at Ridgecrest Elementary School teamed with the chamber of commerce, business leaders, and other members of the community to arrange for a downlink site at a local high school. The group obtained a grant from the state PTA to help finance the event, and

See Reform, p. 2

Special Insert on Family Involvement (See inside)

April Town Meeting Will Discuss Preparing Children for Success in School

Recognizing that parents are children's first and continuing teachers, the April Satellite Town Meeting will focus on National Education Goal One — that all children in America will start school ready to learn. Entitled "Ready to Learn: How Families and Communities Can Prepare Children for Success in School," the program will explore ways to help all children reach their full potential throughout their school careers, and beyond.

The hour-long Town Meeting will be broadcast live on Tuesday, April 18, at 8:30 p.m. Eastern time from the studios of PBS member station WLRN in Miami, Florida. The program is being produced with help from the National Health and Education Consortium, the Florida Health and Education Consortium, the Florida Parent Teacher Association, and *USA Today*. A simultaneous broadcast in Spanish will include the service of taking callers' questions and providing answers in Spanish.

U.S. Deputy Secretary of Education Madeleine Kunin will host a panel of guests who are involving parents, school staff, businesses, and community groups in successful partnerships to improve learning readiness. Topics of discussion will include what "ready to learn" means; what roles parents, families, and communities have in getting children ready to learn; the connection between learning and health and nutrition; and the range of services and organizations that should be coordinated with schools in order to ensure learning readiness.

The Department of Education produces the Satellite Town Meeting series in partnership with the U.S. Chamber of Commerce. Sponsors of the 1994-95 series include Miles, Inc., The Procter and Gamble Fund, SC Johnson Wax, and the Corporation for Public Broadcasting.

Satellite coordinates are as follows ....

C-band: Galaxy 3, Transponder/Channel 20; Vertical Polarization; Downlink Frequency 4100; Audio Subcarriers 6.2 (Spanish) and 6.8 (English); Orbital Location: 93.5 degrees West.

Ku-band: SBS-6, Transponder 17H; Horizontal Polarization; Downlink Frequency 12110; Audio Subcarriers 6.2 (Spanish) and 6.8 (English); Orbital Location: 95 degrees West.

To participate in the Satellite Town Meeting, you can contact your local Public Broadcasting System (PBS) member station, Wal-Mart or Sam's Club, Chamber of Commerce, or Johnson Controls branch office and ask if your group can use the facility as a downlink site. Other possible sites are local schools, public libraries, community colleges, cable television stations, universities and technical schools, government offices, hospitals, businesses, hotels, or even private residences with satellite dishes. Call 1-800-USA-LEARN for further information or to register your participation. CU

"No one disagrees with the fact that education is largely a state matter when it comes to funding, and a local matter when it comes to teaching and learning. But global education and global competition will go hand in hand. There must be some idea in our country of the world-class standards of excellence we need to really meet the challenges of the future."

President Clinton
Remarks to the National PTA Legislative Conference
Washington, D.C.
March 14, 1995

from Reform, p. 1

these funds were matched by Matsushita Semiconductor Corporation of America. The Matsushita Corporation also provided a satellite dish.

Judy Rearden led the efforts to downlink the School to Work Town Meeting. "Our kids are not just competing against the kids in New York City and the kids in this state; they're competing against the world," she said. "If we don't create partnerships to give them the best education, how can we expect the best out of them?"

In California, Kaiser Permanente sponsored downlink sites for the School to Work Town Meeting in four of their facilities. Two offices in Oakland participated, including the Northern California Regional Headquarters, along with offices in South San Francisco and Redwood City.

Kaiser is in partnership with the Oakland School District, contributing to a successful school-to-work program. Rita Sklar of Kaiser coordinated the downlink site at the regional headquarters office. "My intent was to give people involved in pieces of the school-to-work effort the big picture. I think people got that out of the program."

Does your community build its own programs around the Satellite Town Meetings? Please write to us about what you're doing at COMMUNITY UPDATE, U.S. Department of Education, 600 Independence Avenue, S.W., Room 3265, Washington, D.C., 20202-3521. CU

Family Involvement Partnership for Learning

The Family Involvement Partnership for Learning Is Growing!

A Message from Sue Ferguson, Chair, National Coalition for Parent Involvement in Education

The mission of the national Family Involvement Partnership for Learning is to promote children's learning through the development of family/school/community partnerships.

The national Family Involvement Partnership for Learning began as a cooperative effort between the U.S. Department of Education and the National Coalition for Parent Involvement in Education (NCPIE). NCPIE, a coalition of over 50 national education and advocacy organizations, has been meeting for more than fifteen years to advocate the involvement of families in their children's education and to promote relationships among home, school and community that can enhance the education of all children and youth. Following Secretary Riley's State of American Education speech in February 1994, where he spoke of the value of family involvement in education, NCPIE and the U.S. Department of Education began a dialogue about ways to promote family involvement and the national Family Involvement Partnership for Learning emerged.

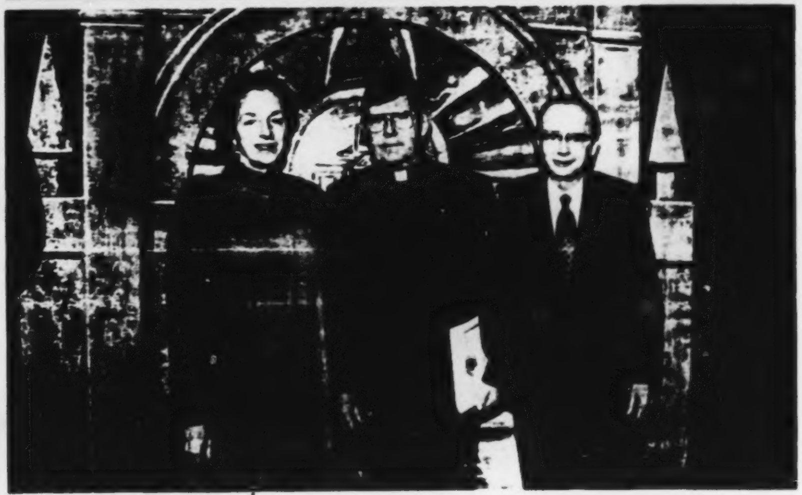
The Partnership now consists of more than one hundred groups. It represents parents, schools, communities, religious groups, and businesses and the number keeps growing. Whenever and wherever the Partnership is mentioned, there is always a genuine acknowledgment of its need.

U.S. Secretary of Education Richard W. Riley was featured in the cover story of the March 19 issue of Parade Magazine, which has a distribution of 66 million readers. "The beginning place of a child's education is a parent's expectations of a child's ability," Riley was quoted in the piece.

New Resources on Family Involvement

The following brochures, adapted from the Education Department report *Strong Families, Strong Schools*, give tips for parents, schools, businesses, and communities on how they can participate in and support family involvement in learning. Call 1-800-USA-LEARN to request copies of these materials.

- Get Involved! How Parents and Families Can Help Their Children Do Better in School
- Team up for Kids! How Schools Can Support Family Involvement in Education
- Be Family-Friendly: It's Good Business! How Businesses Can Support Family Involvement in Education
- Join Together For Kids! How Communities Can Support Family Involvement in Education



(from left to right) Deputy Secretary of Education Madeleine Kunin, Father William Davis, OSFS, and Secretary of Education Richard Riley. Father Davis represented the United States Catholic Conference, Office of Education at the press conference where the Statement of Common Purpose was introduced.

Spotlight: A Religious Community Involves Families in Learning

Editor's note: Leaders of more than 30 religious organizations, representing some 75 percent of religiously affiliated Americans, recently issued a "Statement of Common Purpose," declaring their support for the national Family Involvement Partnership for Learning. Below is an example of one congregation's efforts.

Rabbi Bruce Aft of Congregation Adat Reyim in Springfield, Va., has introduced a program to the synagogue membership that aims to strengthen communication between parents and teens around issues related to children's learning. Through the Parent-Teen Dialogue program of the B'nai B'rith Center for Jewish Family Life, parents and teens come together in a family's home for a series of meetings to discuss important issues with educational significance, such as honesty, community service, and the Holocaust. Through this learning process, participants gain knowledge about a topic and are encouraged to study more about it.

> ***"(We need) to help parents understand, in layman's terms, exactly what their children must know and be able to do in order to meet 21st century standards of competency."***
>
> *Hugh B. Price, President*
> *National Urban League*

Rabbi Aft serves as facilitator. "What has occurred with this program is an increased opportunity for parents and teens to talk to each other," he said. "We have opened doors which may have been closed for a long time. After a recent session, a parent commented, 'thank you for reintroducing me to my daughter!'"

Ofra Fisher, Director for the B'nai B'rith Center for Jewish Family Life, notes that the Parent-Teen Dialogue program has resulted in parents being more engaged in their children's learning at school. "The aim of the Parent-Teen Dialogue program is to create a safe environment for conversation, so that a student's confidence is strengthened at home and at school. The more confident students are, the more they will achieve at school, and the better prepared their homework and other assignments will be."

Other topics in the B'nai B'rith Parent-Teen Dialogue program address values and ethics such as charity, intergenerational concerns and violence. The material can be adapted for use in a non-denominational setting.

For additional information, contact: Rabbi Bruce Aft, Congregation Adat Reyim, 6500 Westbury Oaks Court, Springfield, Va. 22152.

Does your religious community have a family involvement in learning program that you could share with us? Write the Family Involvement Partnership for Learning, 600 Independence Ave., S.W., Washington, D.C. 20202-8173.

Riley's Basics

Education Secretary Richard Riley has outilined the following good practices for families:

- Find time to learn together with your children.
- Commit yourself and your children to challenging standards—help children reach their full potential.
- Limit TV viewing to no more than two hours on school nights.
- Read together. It's the starting point of all learning.
- Encourage your children to take the tougher courses at school and check their homework every day.
- Make sure your children go to school every day and support community efforts to keep children safe and off the streets late at night.
- Set a good example for your children, and talk directly to them about the dangers of drugs and alcohol and the values you want them to have. Listen to them, too.

FIND US ON THE INTERNET

To reach the Education Department via Internet regarding family involvement activities and resources, use our gopher server address:

gopher.ed.gov

or select —>North America—> USA—>General—>US Department of Education from All/Other Gophers on your system.

Town Meeting Audience Sees Firsthand How Math and Science Can Come Alive

Exploring how math and science education need to change to prepare students for the 21st century, the March Satellite Town Meeting discussed innovative teaching strategies and ways to reach out to parents and the community for their support.

Actively engaging students in hands-on math and science learning was a theme throughout the program, exemplified by a look at the Interactive Mathematics Program (IMP). Developed by San Francisco State University, this four-year high school curriculum has been adopted by schools in 12 states.

The audience got another look at hands-on learning with an in-studio demonstration. The experiment used lasers to show that sound waves have their own vibrations and wave lengths, and was performed by Solomon Burnett, a ninth-grade student volunteer at the museum of Life and Science in Durham, North Carolina. Solomon explained the experiment to a group of middle school students from Thomas Jefferson Middle School in Arlington, Virginia.

In a live satellite uplink from Los Angeles, California, an innovative distance learning project called TEAMS was introduced, which also utilizes hands-on learning. TEAMS provides math and science instruction to students, teachers, and parents via satellite, and is being used in 20 states. TEAMS instruction proceeds in a step-by-step format, so that participants can turn off the television at different intervals and perform the experiments themselves.

Gary Widdison, a TEAMS studio teacher, and Zelda Fisher, a classroom teacher from Clifford Street Elementary School in Los Angeles, spoke about their involvement with TEAMS. "Children learn that there's more than one right answer," said Fisher. "They're given an opportunity to explore and reach conclusions and make decisions for themselves. All of a sudden, instead of feeling like a failure, they're allowed an opportunity to feel like a success."

The need to have challenging math and science standards emerged as another theme in the program. In-studio guest Patricia Hoben spoke of her efforts in Minneapolis, Minnesota to rally the entire community around improved science standards. She is coordinator of the Minneapolis Regional Initiative in Science Education called RISE. RISE is a national project with the goal of creating local partnerships of teachers, scientists, and others who want to improve science education in their communities.

"What we're trying to do with RISE in Minneapolis is bring the whole community together in the process of developing standards for the children in our schools," Hoben said. "Hopefully, by being at the table, they will be able to make known their resources, and those resources will be built into the program from the beginning."

Secretary of Education Richard Riley clarified that the foundation for high standards is a solid grounding in basic math and science education. "It's so important for people to realize that we still have to have basic knowledge to have higher level thinking on subject matter," he said.

The question arose of whether the use of calculators, computers, and related technology interfered with students' getting a foundation in the basics in math and science. Joel Albright, a high school teacher and head of the math department at Douglas High School in South Dakota, uses a computer program in his geometry classroom to help students discover theorems for themselves. "If used right, technology can help students not only become better math students, but become more intuitive math students," he said. "The students get an ownership of math concepts."

Several panelists spoke of their programs to link math and science learning to the real world. Robert Powell is a youth program specialist at the North Carolina Museum of Life and Science in Durham. Powell's program helped to train Solomon Burnett who performed the in-studio demonstration. "Young people like Solomon do real work at the museum," Powell said. "They work as explainers on the exhibit floor and help the animal department with its daily tasks. That in turn lets them know that they can be positive contributors to the community."

Gertrude Clarke is executive director of the New Jersey Business/Industry/Science/Education Consortium in Whippany, New Jersey. The consortium is a nonprofit partnership that works to improve the teaching and learning of science, math, computer science, and technology for K-12 students. "We think it's important that scientists and engineers and others on all aspects of the career ladders in the real world get to assist the schools," Clarke said.

Virginia Thompson focuses on creating partnerships with parents as the director of Family Math, based at the Lawrence Hall of Science in Berkeley, California. "Parents probably exert the major influence in their children's learning," Thompson said. "Family values and expectations are what's going to carry through in the children's lives. We expect children to learn to read outside the school as well as inside the school. We need that same kind of experience in math and science."

At the Town Meeting's close, Deputy Secretary Madeleine Kunin summed up the main points of

See Math and Science, p. 6

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202--0498

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF EDUCATION
Permit NO. G-17

FIRST CLASS

Issue No. 23

175134
Ms. June Smith
Eric/Ir
Aquisitions Secretary
030 Huntington Hall
Syracuse University, NY 13244

from Math and Science, p.5

the program. She said the most effective math and science programs encourage all students to take math and science courses, including higher level courses such as algebra; use calculators, computers, and related technology as tools for teaching and learning; link math and science to the real world and job skills required in the workplace; set challenging standards; and involve school staff, parents, higher education, businesses and other community groups.

"Hopefully we'll see a whole generation of students who aren't afraid of math and science and who enjoy it," Kunin said. CU

GOALS 2000 STATE PLANNING PROCESS UPDATE

Forty-five states have now received funding under the Goals 2000 Act: Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Utah, Vermont, Washington, West Virginia, and Wisconsin. In addition, American Samoa, the District of Columbia, Guam, the Mariana Islands, the Marshall Islands, Micronesia, Palau, Puerto Rico, and the Virgin Islands have received grants.

For more information on your state's planning process, or to find out how you can get involved, contact your chief state school officer. CU

ME/U·
MIND
EXTENSION
UNIVERSITY

Schedule for Mind Extension University Rebroadcasts of Town Meetings

Mind Extension University rebroadcasts each GOALS 2000 Satellite Town Meeting, reaching more than 25 million cable homes. The rebroadcasts occur on Sunday from 3:00 to 4:00 p.m. Eastern time. Here is the schedule for the remainder of the school year:

April 23:	"Ready to Learn: How Families and Communities Can Prepare Children for Success in School"
May 21:	"Teaching and Learning in Diverse Classrooms: High Standards and Accountability"
June 25:	"Learning to Read: Community Strategies for Creating More Literate Students and Adults"

Community Update is published by the Office of Intergovernmental and Interagency Affairs

Assistant Secretary	MARIO MORENO
Editor	JOY BELIN
Designer	BARBARA JULIUS

RIE

Community Update

No. 24, May 1995
U.S. Department of Education

Bipartisan Summit Discusses Making American Education World-Class

Following up on the "Nation At Risk" report twelve years ago, education leaders from across the country participated in a national meeting on April 5 to determine how American schools can achieve world-class quality. The "Key to the Future" bipartisan summit was convened by U.S. Secretary of Education Richard W. Riley, former Secretary of Education Terrel Bell, and Senator James Jeffords (R-Vt.), Chairman of the U.S. Senate Subcommittee on Education, Arts, and Humanities.

Education Secretary Richard Riley addressed the Key to the Future Summit. (from left to right) Pat Henry, past president of the National PTA; Education Secretary Richard Riley; and former Education Secretary Terrel Bell.

"The high school in my hometown of Rutland, Vermont, isn't apt to compare itself with Bonn or Beijing, but to those of its neighboring towns," Jeffords said in opening remarks. "That's not good enough. They're not the competitors."

The summit opened with a roundtable discussion in Washington, D.C. that was broadcast via satellite to eleven other participating cities, including Atlanta, Chicago, Los Angeles, New York, and Seattle. The voices of parents, educators, students, business and community leaders, and local, state, and national elected officials were represented in the discussion, which was moderated by distinguished journalist and television commentator Hedrick Smith. Deputy Secretary of Education Madeleine Kunin, Senator Jeff Bingaman of New Mexico, Governor Roy Romer of Colorado, and Governor John Engler of Michigan were among the roundtable participants.

A reflection of problems in education from the business world was offered by Alan Wurtzel, vice-chairman of Circuit City Stores. He said that when Circuit City recruits workers for its retail stores, 15 to 20 people must be interviewed for every job that is filled. These positions do not require a college education, but, according to Wurtzel, most people interviewed lack the basic abilities to read, write, interact with the public, and think and solve problems.

George Tignor, 1994 Principal of the Year, suggested that business can be an important partner in raising the level of student performance in schools. "I'd like to see the local businesses say, 'I'm not going to hire somebody if I don't see a transcript, an attendance record, and a discipline record.'"

The need to build local partnerships between schools and businesses, parents, and community groups was cited by many participants in the summit. Hugh Price, president of the National Urban League, suggested that effective communication is essential to getting broader community involvement in school improvement. "We need a clear vision of the competencies we want children to have and the kind of education that will nurture those competencies. That vision has to be comprehensible to lay people, and it has to be communicated aggressively."

Despite discussion of difficult challenges facing American education, the overall tone of the summit was positive. "While it is important to point out what's wrong in order to get people motivated, it's also very important to point out what's right," said Deputy Secretary Kunin. "In order to replicate success, you have to be able to applaud it, and you have to be able to recognize it."

Special Insert on Family Involvement (See inside)

May Town Meeting Will Explore Teaching and Learning in Diverse Classrooms

Discussing how the cultural diversity of today's classrooms reflects America's strength of embracing many cultures and respecting individual differences, the May Satellite Town Meeting will explore how diversity can be an asset in school reform. Entitled "Teaching and Learning in Diverse Classrooms: High Standards and Accountability," the program will look at how schools can reach out to students with unique backgrounds, ability levels, and needs to create a schoolwide culture of learning and excellence.

The hour-long Town Meeting will be broadcast live on Tuesday, May 16 at 8:30 p.m. Eastern time. The program is closed-captioned and is simulcast in Spanish.

U.S. Secretary of Education Richard W. Riley and Deputy Secretary Madeleine Kunin will host a conversation with a panel of guests who have led efforts to respond to diverse student populations in their schools and communities. Topics of discussion will include how schools can address the needs of students with varied language backgrounds, abilities, learning styles, and physical capabilities; how parents and schools can work together to make schools more welcoming to all families; and how training can support teachers and administrators in incorporating students with diverse needs into the classroom.

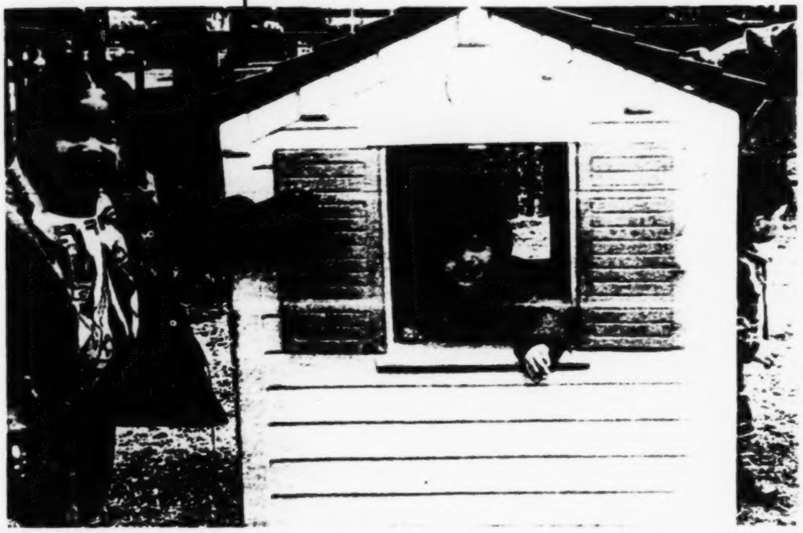
The Department of Education produces the Satellite Town Meeting series in partnership with the U.S. Chamber of Commerce. Sponsors of the 1994-95 series include Bayer Corporation, The Procter and Gamble Fund, SC Johnson Wax, and the Corporation for Public Broadcasting.

Satellite coordinates are as follows ....

C-band Galaxy 3, Transponder/Channel 20; Vertical Polarization; Downlink Frequency 4100; Audio Subcarriers 6.2 (Spanish) and 6.8 (English); Orbital Location: 93.5 degrees West.

Ku-band SBS-6, Transponder 17H; Horizontal Polarization; Downlink Frequency 12110; Audio Subcarriers 6.2 (Spanish) and 6.8 (English); Orbital Location: 95 degrees West.

To participate in the Satellite Town Meeting, you can contact your local Public Broadcasting System (PBS) member station, Wal-Mart or Sam's Club, Chamber of Commerce, or Johnson Controls branch office and ask if your group can use the facility as a downlink site. Other possible sites are local schools, public libraries, community colleges, cable television stations, universities and technical schools, government offices, hospitals, businesses, hotels, or even private residences with satellite dishes. Call 1-800-USA-LEARN for further information or to register your participation. CU



"Ready to Learn: How Families and Communities Can Prepare Children for Success in School" was the topic of the April Town Meeting. See details on p.5.

> ***"The children of this nation are seeds of greatness for this country of ours. Some of them land in rocky soil, and others land, fortunately, in fertile soil. But to my mind, they all have potential. Our task is to help all of them grow so that wherever they land is a place that gives them challenging high standards and helps build standards of character. Here in this United States of America in 1995, there must be no weeds in the gardens of our schools."***
>
> *Education Secretary Richard Riley*
> *Key to the Future Summit*
> *Washington, D.C.*
> *April 5, 1995*

Family Involvement Partnership for Learning

The Importance of Early Childhood Education

by Deputy Secretary of Education Madeleine M. Kunin

Editor's Note: Deputy Secretary Madeleine Kunin contributed this piece about the family's key role in preparing children for success in school and in life.

While the country is engaged in a heated debate over what to do about welfare , it's time to revisit a common sense answer that begins at home — helping parents to enable children to start school ready to learn. The biggest difference between success and failure in school and in life is made in those early years.

The most important part of a child's education is not the first day of school, but the pre-school years, when intelligence, health, and confidence are shaped. That is when parents can enable their children to overcome the disadvantages of poverty and give them an equal chance to become productive, self-sufficient citizens.

The evidence that early childhood education makes a lasting difference is powerful. The High Scope Foundation's Perry Preschool Project found that preschool participation increased the percentages of persons at the age of 19 who were literate, enrolled in postsecondary education and were employed. It decreased the percentage labeled mentally retarded, school drop outs, and on welfare.

At age 27, the differences between the control group and children who participated in preschool were even more dramatic: higher incomes, higher percentage of home ownership, higher level of schooling completed, lower percentage receiving social services, and fewer arrests.

Not only do children do better when they get good health care, love and nurturing at an early age, but parents improve their own chances for success as well. A program called Even Start, which teaches both parenting and literacy skills to parents, produces win/win results. Children make significant gains in verbal IQ scores and parents get their GED's in great numbers. Most significantly, parents remain involved in their children's education, a key factor in academic success for all children, regardless of income.

We don't need new studies or further research to tell us that early childhood education is the best investment we can make. It is the first and most important goal of the national education goals: every child will start school ready to learn.

Support of Head Start, and related programs like Even Start, the Parents as Teachers program in Missouri, and the HIPPY program (Home Instruction Program for Preschool Youngsters) have demonstrated their effectiveness. Now is the time to take this experience and apply it on a larger scale so that every child gets off to a good start — the best insurance this country could have against long term adult dependency, called welfare. CU

> ***"...The fourth Sunday of every July shall be established as 'Parents' Day'.... All private citizens, organizations, and governmental and legislative bodies... are encouraged to recognize Parents' Day through proclamations, activities and educational efforts in furtherance of recognizing, uplifting, and supporting the role of parents in the rearing of their children."***
>
> *Joint Resolution by the U.S. House of Representatives and U.S. Senate 103rd Congress*

Rod Woodson, cornerback for the Pittsburgh Steelers, addresses a student assembly at Snider High School in Fort Wayne, Indiana.

Football Hero Helps Launch Motivational Program

Editor's Note: The Family Involvement Partnership for Learning includes education and business groups working together to strengthen learning. GTE Foundation and the National Association of Secondary School Principals have developed a multimedia package to show high school students how to cope with stress, take challenging courses, and succeed in college.

Rod Woodson, arguably the best cornerback in NFL history, returned to his high school alma mater in Fort Wayne, Indiana, in March to help launch a motivational program called "Straight Talk About School." Woodson, who graduated from Purdue University in 1987, did not sugarcoat his college experience for the student body at Snider High School. "The main thing I liked about college was football practice," said Woodson, whose statement was met with laughter. "But, I hung in there with my course work. If I didn't have the grades, I couldn't play on the team. And if I couldn't play on the team, I wouldn't have been considered for the NFL draft."

"Straight Talk" was developed by the National Association of Secondary School Principals (NASSP) and the GTE Foundation to help junior high and high school students cope with pressures that can interfere with their studies or that can result in drug abuse or violence. The Straight Talk model includes parents, business leaders, community members, students, teachers, and school administrators in an open discussion of barriers to success. Snider High School is the first of four Straight Talk model sites designated by NASSP and GTE.

Rod Woodson is just one athlete delivering the Straight Talk message to students across the country. Straight Talk also utilizes the GTE Academic All-America Team (college varsity players that maintain at least a 3.2 grade point average) as spokespersons. These college athletes talk to students about adding balance to their lives, managing stress, achieving their goals, and improving study habits.

Before addressing students at Snider High School, Rod Woodson spoke to a packed audience of 350 parents. "Your kids are under stress. That's why they do some of the crazy things they do," he said. "Straight Talk is the tool kit that helps kids cope with the pressure."

Straight Talk reaches approximately one million students in an estimated 5,000 junior high and high schools across the country. For additional information about the program, call 1-800-315-5010. CU

Family Involvement Partnership Completes Strategic Plan

Editor's note: The Family Involvement Partnership for Learning has more than 100 national organizations as members. In an upcoming issue of ***Community Update****, we will feature the names of member organizations.*

During the past six months, a steering committee comprised of the National Coalition for Parent Involvement in Education (NCPIE), business representatives and community organizations worked with the Education Department on a strategic plan that will serve as a guide for all groups and organizations interested in signing on to the national Family Involvement Partnership for Learning. The five goals of the strategic plan include the following:

- **Awareness** — increasing community-wide understanding of the need to strengthen and promote family involvement
- **Commitment** — developing shared commitments by families, schools, and communities to act jointly
- **Capacity Building** — developing the capacity of families, schools, and communities to work together
- **Knowledge Development** — identifying and developing knowledge on the use of programs and practices that successfully connect families, schools and communities
- **Performance Improvement** — supporting the development of appropriate performance benchmarks that assess progress toward greater family involvement through family, school, and community partnerships

For more information, write the Family Involvement Partnership for Learning, 600 Independence Avenue, S.W., Washington, D.C., 20202-8173. CU

April's Town Meeting Emphasizes Family's Role in Children's Learning Readiness

The need to prepare children at an early age for success in school was underscored during April's Satellite Town Meeting, which focused on National Education Goal One: all students will be ready to learn. The program was broadcast live from Miami, Florida, from the studios of PBS member station WLRN, produced with assistance from the National Health and Education Consortium, the Florida Health and Education Consortium, the Florida Parent Teacher Association, and *USA Today*. A simultaneous event was hosted by *USA Today* at its headquarters in Rosslyn, Virginia, where another audience tuned into the Town Meeting and convened a panel discussion.

Both U.S. Secretary of Education Richard Riley and Florida Governor Lawton Chiles sent welcoming messages to the program that stressed the importance of ready-to-learn efforts. Deputy Secretary Madeleine Kunin opened the discussion by talking to parents in the studio audience about how they see their role in helping their children to be ready to learn. The parents were members of the Florida PTA, and throughout the nation, local PTAs were watching the broadcast and holding discussions.

"Readiness to learn has to include much more than just the ABCs," said Cathy Powers, a mother of five and coordinator of WLRN's Ready to Learn campaign, which is part of a national initiative of the Corporation for Public Broadcasting. "You have to develop in children a curiosity about their world. That starts with every parent looking at their child and saying, 'What else can we do in this situation to extend learning?'"

Audience members agreed that reading with children was one of the most important ways that families could help prepare them for success in school. Parents offered tips about how reading could be incorporated into families' busy lives by having children practice reading signs while riding in a car or bus or reading recipes while meals are being prepared. "Reading fifteen minutes a day makes a lifelong difference," said Deputy Secretary Kunin.

Panelist Wil Blechman, a retired doctor from Miami, emphasized why parental efforts early on are so important. "The estimates are that about half of general intelligence occurs in the first four years," he said. "The brain will actually develop in different ways depending upon the way a child is handled." Blechman is past president of Kiwanis International, which has worked actively with other community groups on ready-to-learn projects.

USA Today *hosted a downlink site for April's Town Meeting at their headquarters in Rosslyn, Virginia. Participants in a panel discussion included (from left to right) Arnold Fege, Director of Governmental Relations for the National PTA; Carolyn Reid-Wallace, Senior Vice President of the Corporation for Public Broadcasting; and Tom Payzant, Assistant Secretary at the U.S. Department of Education.*

In addition to the parental role, the Town Meeting explored what businesses and community groups can do to support early education. The audience saw a taped report on how one business in Miami, American Bankers Insurance Group, opened an innovative child care center and elementary school on its premises. Linda Vann, Director of Children's Services at the day care center, spoke of the win-win situation for everyone involved. "It's good for the company because it reduces absenteeism, turnover, and tardiness. It's good for the children because it's an excellent program."

The Town Meeting also discussed how television can be a positive tool for children's learning. Panelist Maria McDonald is Co-Chair of WLRN's Ready to Learn Steering Committee and past vice president of the Florida Preschool PTA. She explained how the Ready to Learn effort funded by the Corporation for Public Broadcasting provides parents with materials and activities so that educational television programs can be an interactive experience for children. When McDonald's chapter of the Preschool PTA was asked to do an analysis of the four major commercial television stations, the finding was that in 168 broadcast hours, a maximum of only two hours were educational.

Studio audience member Anne Thompson, president of the Florida PTA, suggested that a variety of family activities can be educational. "It's the time you spend with your children that counts. We're so busy and so pressured that we have to make an effort to stop and make time for them."

A packet of materials is available on helping children to be ready to learn, including useful tips, brochures on what families, businesses and communities can do, and examples of successful programs. Write to the GOALS 2000 Information Resource Center, U.S. Department of Education, Room 2421, 600 Independence Ave., S.W., Washington, D.C., 20202.

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202--0498

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF
EDUCATION
Permit NO. G-17

FIRST CLASS

Issue No. 24

175134
Ms. June Smith
Eric/Ir
Aquisitions Secretary
030 Huntington Holl
Syrocuse University, NY 13244

Texas School-Business Partnership Boosts Math and Science Achievement

As part of its 91-year relationship with the community of Beaumont, Texas, Mobil Corporation has entered into a partnership with the school district to improve math and science achievement dramatically. The program, called "Operation Breakthrough," is designed for students who move directly from school to work, preparing them with the technical skills they need for promising careers. Nearly half of Beaumont's graduates do not attend college.

"Virtually every job in Mobil Corporation today requires higher level math and science," said Henry Halaiko, Mobil's Manager of Education Programs. "Many of the students enrolled in Beaumont's schools now will be working in the year 2050. We know that changes in technology will drive changes in the shape of their jobs."

Operation Breakthrough is being piloted at five school sites in Beaumont: Martin, Homer Drive, and Curtis Elementary Schools; Marshall Middle School; and West Brook Senior High. Successful results are already emerging. Student enrollment in algebra increased by 62 percent over the last two years. Math test scores improved by 10 percent for seventh grade students after one year of the program, and fourth- and eighth-grade students also showed improvement.

Planning for Operation Breakthrough began in 1993, when focus groups were conducted for a wide range of stakeholders in the community, including students, parents, teachers, principals, business, labor, and the media. The focus groups were led by the Educational Development Center, an educational research and development firm.

"The method was to allow the community to shape the breakthrough," Halaiko said. Each focus group was presented with the following question: What would it take to dramatically improve math and science achievement in Beaumont — in other words, to create a breakthrough?

The program will be expanded to 10 schools by next fall. "We've already begun moving it district-wide," said Assistant Superintendent of Beaumont Schools Lorraine Carswell. "Operation Breakthrough has been the impetus for systemic change in math and science in our district." CU

GOALS 2000 STATE PLANNING PROCESS UPDATE

Forty-five states have now received funding under the Goals 2000 Act. In addition, American Samoa, the District of Columbia, Guam, the Mariana Islands, the Marshall Islands, Micronesia, Palau, Puerto Rico, and the Virgin Islands have received grants.

Five states have submitted their comprehensive reform plans to the Education Department. Kentucky, Oregon, and Utah plans are approved and are now eligible for second year funding under GOALS 2000.

For more information on your state's planning process, or to find out how you can get involved, contact your chief state school officer. CU

Community Update *is published by the Office of Intergovernmental and Interagency Affairs*

Assistant Secretary MARIO MORENO
Senior Director JOHN McGRATH
Editor JOY BELIN
Designer BARBARA JULIUS

Community Update

No. 25, June 1995
U.S. Department of Education

June Town Meeting Will Focus on Literacy for Children and Adults

Recognizing that strong reading skills are essential for success in school and in the working world, the June Satellite Town Meeting will discuss improving literacy for adults and children so they can participate fully in America's economic and civic life. Entitled "Learning to Read: Community Strategies for Creating More Literate Students and Adults," the program will look at the roles that schools, businesses, community colleges, and other local organizations have in helping all citizens to be literate.

The hour-long Town Meeting will be broadcast live on Tuesday, June 20 at 8:30 p.m. Eastern time. The program is closed-captioned and is simulcast in Spanish.

U.S. Secretary of Education Richard W. Riley and Deputy Secretary Madeleine Kunin will host a conversation with a panel of guests who have led efforts to create successful literacy programs in their schools and communities. Topics of discussion will include how local education reform efforts can encourage all students to meet high standards while reinforcing the need for basic skills, how businesses can partner with schools to ensure that every high school graduate has the skills to be literate in the workplace, and how technology can provide increased access and individualized instruction to students and adults who are learning to read.

The Department of Education produces the Satellite Town Meeting series in partnership with the U.S. Chamber of Commerce. Sponsors of the 1994-95 series include Bayer Corporation, The Procter and Gamble Fund, SC Johnson Wax, and the Corporation for Public Broadcasting.

Satellite coordinates are as follows ....

C-Band: Galaxy 4, Transponder/Channel 11; Horizontal Polarization; Downlink Frequency 3920; Audio Subcarriers 6.2 (Spanish) and 6.8 (English); Orbital Location: 99 degrees West.

Ku-Band: SBS-6, Transponder 17H; Horizontal Polarization; Downlink Frequency 12110; Audio Subcarriers 6.2 (Spanish) and 6.8 (English); Orbital Location: 95 degrees West.

To participate in the Satellite Town Meeting, you can contact your local Public Broadcasting System (PBS) member station, Wal-Mart or Sam's Club, Chamber of Commerce, or Johnson Controls branch office and ask if your group can use the facility as a downlink site. Other possible sites are local schools, public libraries, community colleges, cable television stations, universities and technical schools, government offices, hospitals, businesses, hotels, or even private residences with satellite dishes. Call 1-800-USA-LEARN for further information or to register your participation. CU

National Summer Reading Program Kicks Off (See details on p. 3)

Special Insert on Family Involvement (See inside)

Congress Discusses Cuts in Education

As this edition of *Community Update* went to press, Congress had passed a "rescissions package" that significantly cut back funding for Education Department programs that had already been approved for the current year. President Clinton announced his intention to veto the bill, which had proposed to cut back such programs as GOALS 2000, the Safe and Drug-Free Schools Act, and the Technology Education Act. More information will follow if the U.S. Senate and U.S. House of Representatives schedule further action on the bill.

In addition to the rescissions package, the House of Representatives passed a plan to balance the budget by the year 2002 that eliminates the Department of Education. The Senate budget plan, which was approved by the Budget Committee but is still being debated in the full Senate, does not propose to eliminate the Department of Education. The Senate plan does propose major cuts in Education Department programs, however. Please watch this space for further updates. CU

> ***"My message to Americans is: Don't wish for a unilateral answer to our education dilemmas. There will never be a single solution that will be a perfect fit for our diverse society. Instead, we should work toward partnerships of families, communities, and educators who enjoy the process of problem-solving."***
>
> *Elaine Griffin*
> *1995 National Teacher of the Year*
> *Washington, D.C.*
> *April 28, 1995*

Seven Programs Win National Award as "Outstanding Community Solutions"

Seven grass-roots programs that mobilize the community to improve learning opportunities for young people were named winners of the "Community Solutions for Education" national award. Selected among 250 entrants from across the country, each winning program was featured in *USA Today* on April 19 and will also appear in an upcoming resource guide that will offer successful reform strategies to other communities.

The contest was sponsored by the Coalition on Educational Initiatives whose 1995 partners include Apple Computer, Inc.; Procter and Gamble's Crest and Tide Brands; Sallie Mae; State Farm Insurance Companies; and Subaru of America, Inc. Representatives of the U.S. Department of Education serve as advisors to the program. Entries were judged on how well each program unites the community in support of education to meet an identified critical need, encourages sustained cooperation of the community, shows tangible evidence of success, demonstrates effective use of resources, and serves as a model for other communities.

Here are brief descriptions of the winners:

Community Newspaper Project
Birchwood, Wisconsin
The *Birchwood News*, the town's only newspaper, is a high quality publication that is managed by students.

Family Learning Centers
Harlingen, Texas
These after-school educational resource centers for both students and parents employ teens from the housing community as mentors and serve as models for other housing authorities.

The Internet at Madison Middle School
Madison, Wisconsin
With business and university support, this school's students, teachers, and parents now access the Internet's on-line resources instead of relying on textbooks.

KIDZBIZ
Chula Vista, California
Through this youth entrepreneurship training program, at-risk youth have created 67 new business enterprises, breaking the cycle of gang violence, drugs, and crime.

Lamar County Coalition of Education, Business, and Industry
Paris, Texas
This rural county has established a partnership between five independent school districts, the junior college, and local businesses to help prepare graduates for the workforce or higher education.

Project Renaissance
Xenia, Ohio
With support from local businesses, Xenia's secondary schools have introduced a "privilege card" for students that rewards academic achievement, attendance, and behavior, granting students in-school privileges and retail discounts.

Student Assistance Center
East Hartford, Connecticut
This center provides East Hartford High School students with a peer mediation and conflict resolution program, drug and alcohol counseling, and career counseling, which have contributed to a 45 percent decrease in suspensions and detentions.

To order the upcoming resource guide, write to Steve Anderson, Media Relations , USA TODAY, 1000 Wilson Blvd., Arlington, Va., 22229. CU

The National Education Goals in Brief

By the year 2000:

- **All Children Ready to Learn**
- **90 percent Graduation Rate**
- **All Children Competent in Core Subjects**
- **First in the World in Math and Science**
- **Every Adult Literate and Able to Compete in the Work Force**
- **Safe, Disciplined, Drug-Free Schools**
- **Professional Development for Educators**
- **Increased Parental Involvement in Learning**

Family Involvement Partnership for Learning

National Summer Reading Program Kicks Off: "READ*WRITE*NOW!"

*Editor's note: With the goal of strengthening family involvement in children's learning, U.S. Secretary of Education Richard W. Riley formed the national Family Involvement Partnership for Learning, which has more than 120 national organizations as members. (See reverse side.) One project of the Partnership is the National Initiative on Reading and Writing, a multiyear campaign to improve students' skills, which has launched a summer reading program called "READ*WRITE*NOW!"*

The members of the national Family Involvement Partnership for Learning have identified reading, particularly during the summer, as a key opportunity for families to participate in learning together. The Partnership has launched the "READ*WRITE*NOW!" summer program, which is intended to enhance children's basic skills as well as their enjoyment of reading.

The activities in the READ*WRITE*NOW! program are meant to be completed by a child and a reading partner — a parent, grandparent, teacher, librarian, or even another student in grade seven or above. Each reading "team" receives a READ*WRITE*NOW! kit that includes an activity book. The child and reading partner are expected to meet once or twice a week to work together on activities.

In addition to working with a reading partner, children participating in READ*WRITE*NOW! are expected to read at least 20 minutes a day throughout the summer. The READ*WRITE*NOW! kit has materials to stimulate children's interest in reading such as a certificate of participation, a bookmark, and a coupon for a free personal pan pizza at Pizza Hut, a national sponsor.

*In the READ*WRITE*NOW! summer program, children will work with a reading partner.*

The partners for the summer reading program include the U.S. Department of Education, Reading is Fundamental, the Center for the Book at the Library of Congress, the American Association of School Librarians, Hadassah, the International Reading Association (IRA), the National Association of Secondary School Principals, the National Association of Elementary School Principals, Nickelodeon, and Pizza Hut.

For a READ*WRITE*NOW! kit, call 1-800-USA-LEARN. CU

Members of the Family Involvement Partnership for Learning

The national Family Involvement Partnership for Learning continues to add to its membership.

Academy for Educational Development ● AFL-CIO ● African Methodist Episcopal Church ● Agudath Israel of America ● American Alliance of Physical and Health Education, Recreation and Dance ● American Association of Colleges for Teacher Education ● American Association of School Administrators● American Council for the Arts ● American Federation of Teachers ● American Gas Association ● American Youth Policy Forum ● ASPIRA ● Assemblies of God ● Association for Supervision of Curriculum Development ● Association of Christian Schools International ● B'nai B'rith International ● Boys and Girls Club of America ● CeDAR ● Center for Law and Education ● Center for the Improvement of Child Caring ● Center for the Study of Parent Involvement ● Center on Families, Communities, Schools and Children's Learning ● Chamber of Commerce ● Children's Aid Society ● Christian Brothers Conference ● Church of God in Christ ● Church of Jesus Christ of Latter-Day Saints ● College Board ● Commission on Family Ministries● Committee for Economic Development ● Council for American Private Education ● Council for Exceptional Children ● Council of Bishops of the United Methodist Church ● Council of Chief State School Officers ● Council of Jewish Federations ● Council of Spouses of Bishops of the United Methodist Church ● Council of the Great City Schools ● Education Today ● ERIC Clearinghouse on Urban Education ● Evangelical Lutheran Church in America ● Families and Work Institute ● Family Resource Coalition ● Family Service America ● Fort Hood, Texas ● General Conference of the Seventh Day Adventist Church ● General Conference of the Seventh Day Adventist ● General Federation of Women's Clubs ● Girl Scouts of USA ● Grandparents Network, American Association for Retired Persons ● Greek Orthodox Archdiocese of North and South America ● Hispanic Policy Development Project ● Home and School Institute ● Institute for Educational Leadership ● Institute for Responsive Education ● International Reading Association ● Lancaster Area Council of Mennonite Schools ● Mennonite Church ● Mexican American Legal Defense and Education Fund ● Muslim Public Affairs Council ● National Alliance of Business ● National Assembly of National Voluntary Health and Social Welfare Organizations ● National Association for Bilingual Education ● National Association for the Education of Young Children ● National Association of Evangelicals ● National Association of State Directors of Vocational Technical Education ● National Association of Social Workers ● National Association of Secondary School Principals ● National Association of School Psychologists ● National Association of Elementary School Principals ● National Association of Partners in Education ● National Association of State Boards of Education ● National Baptist Convention ● National Black Child Development Institute ● National Catholic Education Association ● National Center for Family Literacy ● National Church of God ● National Coalition of Title I/Chapter 1 Parents ● National Community Education Association ● National Conference of Christians and Jews ● National Council of Churches of Christ ● National Council of La Raza ● National Dropout Center ● National Education Association, Center for Revitalization of Urban Education ● National Education Goals Panel ● National Head Start Association ● National Information Center for Children and Youth with Disabilities ● National Institute for Literacy ● National Middle Schools Association ● National Parent Network on Disabilities ● National PTA ● National School Boards Association ● National School Supply and Equipment Association ● National Small Business United ● National Urban League ● Optimists International ● Organization of Chinese Americans ● Organizations Concerned About Rural Education ● Parents As Teachers National Center, Inc. ● Parents for Public Schools ● Parents, Inc. ● Partnership for Learning ● Progressive National Baptist Convention, Inc. ● Quality Education for Minorities Network ● Rabbinical Assembly ● RMC Research ● Scholastic, Inc.● School Improvement Council Assistance Project ● Shiloh Baptist Church ● Solomon Schechter Day School Association ● Southern Baptist Convention ● The Betty Phillips Center for Parenthood Education ● The Buddy System Project ● The Business Roundtable ● The Lutheran Church-Missouri Synod ● The Parent Institute ● Union of American Hebrew Congregations ● Union of Orthodox Jewish Congregations of America ● United States Catholic Conference ● United Synagogues of Conservative Judaism ● United Way of America ● Webster's International, Inc. ● YMCA of USA ● Youth Guidance of Chicago

Where to Find Us

The national Family Involvement Partnership for Learning is bringing its conference booth to national and regional meetings of its Partners' organizations. To tell us about your conference, write to The National Family Involvement Partnership for Learning, 600 Independence Avenue, S.W., Washington, DC 20202-8173.

BEST COPY AVAILABLE

Diversity Adds to a School's Strength, Town Meeting Audience Learns

Recognizing how the demographics of America's student population have changed in recent years, reflecting more ethnic and linguistic diversity, the May Satellite Town Meeting discussed how schools can reach out to students with unique backgrounds and include them in an overall culture of excellence. As the audience learned, the number of public school students whose home language is not English has been growing dramatically — by about 10 percent each year for the last 10 years. At present, close to 3 million out of a total of 45 million children enrolled in American public schools speak a language other than English with their families.

Led by Secretary of Education Richard Riley and Deputy Secretary Madeleine Kunin, the program looked at how diversity presents both a challenge for schools and an opportunity to energize reform efforts. Members of the studio audience shared some of the successful strategies being used in Washington, D.C. public schools to teach a diverse student population. "In a given school, you might find 30 different languages," said Elena Izquierdo, Director of the Language Minority Affairs Branch of D.C. schools. "One of the key ways to incorporate this diversity is offering a lot of support and training for all personnel and making sure that schools are responsive to the needs of the student population."

The importance of setting high standards of achievement for students from all backgrounds was a major theme of the program. "High achievement and language diversity go together," said guest panelist Bill Rojas, Superintendent of San Francisco public schools. "Our flagship high school — Lowell — with a predominantly minority student population is one of the top academic schools in the nation."

Huong Tran Nguyen, the 1994 Disney American Outstanding Teacher, reiterated the importance of high expectations in a live satellite uplink from Long Beach, California. Ms. Nguyen's students are from Eastern Europe, India, South America, Southeast Asia, and the Pacific Islands. "I let them know that they need to be shooting for the moon, and then, if they miss, they'll still be landing among the stars."

The importance of involving families of diverse students in their children's learning was also discussed in the program. Panelist Darrell Donelson, an elementary school principal from Dearborn, Michigan, has printed the school handbook in both English and Arabic in order to reach the Arabic families of 80 percent of his students. Panelist Cheryl Chow, a member of the City Council in Seattle, Washington, has led efforts to organize a city-wide parent summit to support parents in their central role in education. Some workshops will be bilingual so the entire community can be reached.

A taped report on Balderas Elementary School in Fresno, California provided another model of a successful parent involvement strategy. In a community where 98 percent of the students belong to ethnic minorities, Balderas involves nearly 80 percent of its parents in monthly education workshops. School notices are sent home in four languages: English, Spanish, Hmong, and Khmer.

The need to help students from diverse backgrounds make a smooth transition into the working world was also addressed in the Town Meeting. Panelist Barbara Clark, manager of community development at the Liberty Medical Center in Baltimore, Maryland, coordinates a program to encourage high school dropouts to continue their education so they can find good jobs. Students are paired with mentors who are recruited from local businesses and who provide job shadowing experiences.

Also on the panel was Elaine Griffin, the 1995 National Teacher of the Year, who teaches in the remote village of Chiniak, Alaska. She summed up the positive focus of the Town Meeting: "I like to think of diversity in the schools as being similar to an orchestra. The more instruments you have, the more beautiful the music is. I think we should value the diversity we have as one of our biggest strengths."

A packet of materials is available on successful strategies for diverse student populations. Included are a booklet on reaching out to families of students with limited English proficiency, and an idea book about schoolwide programs that challenge all students to learn to high standards, featuring examples of successful schools. To request the materials, write to the GOALS 2000 Information Resource Center, U.S. Department of Education, Room 2421, 600 Independence Ave., S.W., Washington, D.C., 20202.

CARROT SEED

Oyster Elementary School in Washington, D.C. has won national recognition for its bilingual program that sets high expectations for student achievement, integrates instruction for English and Spanish speakers, and involves parents and the community in school activities.

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202--0498

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF
EDUCATION
Permit NO. G-17

Issue No. 25

ML# 175134
Ms. June Smith
Aquisitions Secretory
Eric/Ir
030 Huntington Holl
Syracuse University, NY 13244

Innovative State and Local School Improvement is Well Underway After One Year of GOALS 2000

In the year since President Clinton signed the GOALS 2000: Educate America Act, 47 states have designed and implemented comprehensive school improvement plans featuring high standards for student achievement. Supported by $85.4 million in GOALS 2000 grants, states and communities have developed their own approaches to education reform, which include

- establishing challenging standards in basic subjects such as English, math, science, and history;
- building on existing school improvement efforts;
- encouraging greater family involvement in learning;
- enhancing training opportunities for teachers;
- making computers and technology available in classrooms;
- preparing students for the transition from school to the workplace; and
- forming local partnerships between schools, parents, educators, businesses, and other community groups to achieve common goals.

States have awarded GOALS 2000 funds to local districts that have innovative education reform strategies. In Portland, Oregon, for example, efforts are being made to integrate math and science instruction at the middle school, high school, and postsecondary levels. Teachers at Jefferson High School and its two feeder junior high schools are working together to develop a challenging curriculum that includes high standards and new methods for measuring student performance. Oregon Health Sciences University is working as a partner in curriculum planning, and Portland State University is incorporating the new standards and assessment methods into its teacher training program.

In Michigan, teacher training is also a priority in school improvement efforts. The Saginaw School System and Midland County School District are using GOALS 2000 funds in a program that pairs new teachers with experienced mentors who assist in teaching techniques for standards-based curricula. In Battle Creek Public Schools, lead teachers in math and science work as mentors and subject matter experts for 14 nearby districts.

In Massachusetts, GOALS 2000 funds are being used to engage the public in school improvement efforts with publicity campaigns in high visibility places from supermarkets to public transit stations. Participation from 15,000 Massachusetts residents led to the development of state education goals for public school children, known as the Common Core of Learning.

For a complete progress report on GOALS 2000, write to the GOALS 2000 Information Resource Center, U.S. Department of Education, Room 2421, 600 Independence Ave., S.W., Washington, D.C., 20202. CU

Community Update *is published by the Office of Intergovernmental and Interagency Affairs*

Assistant Secretary	MARIO MORENO
Senior Director	JOHN McGRATH
Editor	JOY BELIN
Designer	BARBARA JULIUS

Community Update

No. 26, July 1995
U.S. Department of Education

National Summer Reading Program Launches on West Coast

*U.S. Secretary of Education Richard Riley was joined by students from Theresa Hughes Elementary School at the West Coast kickoff of READ*WRITE*NOW!*

On a recent visit to Los Angeles, U.S. Secretary of Education Richard W. Riley kicked off the READ*WRITE*NOW! national summer reading program on the West Coast. The program was developed by the Education Department with the national Family Involvement Partnership for Learning as an ideal way for families to participate in learning together, especially during the summer when families typically devote more time to leisure activities. The summer is also a time when students tend to lose some of their reading and writing skills.

The READ*WRITE*NOW! launch took place at the Los Angeles Public Library with parents, teachers, and community representatives in attendance, including approximately forty corporate supporters. Secretary Riley was also joined by students from Theresa Hughes Elementary School in Cudahy, California. The students presented Secretary Riley with essays on why they felt reading was important. The Secretary was so impressed by what students wrote that he shared samples of student work in his remarks.

"If you want to be a professional, then you need to know how to read and write," said one student.

Actor Bill Pullman, who is currently starring in the movies *While You Were Sleeping* and *Casper*, also participated in the event. Pullman read a book to sixty students and spoke about why reading is important in his job.

Participants in READ*WRITE*NOW! are challenged to read twenty minutes per day. The program is also designed to involve reading partners — parents, grandparents, teachers, or older students — who will read with children and participate in other learning activities several times a week.

A kit supplied by the Education Department contains materials to support children's summer learning goals and generate excitement about reading. Included are an activity book, a bookmark, a certificate of participation, and a coupon for a free personal pan pizza at Pizza Hut, a national sponsor.

Additional partners for READ*WRITE*NOW! include Reading Is Fundamental, the Center for the Book at the Library of Congress, the American Association of School Librarians, Hadassah, the International Reading Association, the National Association of Elementary School Principals, the National Association of Secondary School Principals, and Nickelodeon.

*To request a READ*WRITE*NOW! kit, call 1-800-USA-LEARN.* CU

Comparing Education Budgets: What President Clinton and Congress Propose (See p. 5)

[illegible] Family Involvement [illegible]

We Need Your Input!

As we make plans for the 1995-96 schedule of Satellite Town Meetings, we would like your feedback and suggestions so we can provide another year of programming to meet your community's needs. Please take a few moments to answer the following questions and fax your reply to our office by July 15. Our fax number is (202) 205-0676.

1) Do you watch the Satellite Town Meetings?

___ monthly
___ on occasion
___ saw one program
___ have not watched

2) Do you watch with a group?

___ school group
___ Wal-Mart group
___ chamber of commerce
___ other

3) Has attendance for viewing the Town Meetings in your community...?

___ increased
___ remained steady
___ decreased

4) Does your community plan to continue viewing the Town Meetings next year?

___ Yes
___ No

5) What topics would you like to see covered in future Town Meetings? Rank your top five choices, with "1" indicating your greatest interest.

___ parental involvement
___ technology in schools
___ ready to learn
___ state initiatives
___ math and science
___ school to work
___ arts
___ professional development
___ standards
___ school and community partnerships
___ school accountability
___ students with special needs
___ school governance
___ dropout prevention
___ flexibility
___ safe schools
___ teachers
___ discipline
___ drug and substance abuse
___ other

Please list any additional comments you have. Thank you for your assistance.

____

____

Make sure you're on our mailing list to receive the 1995-96 schedule of Satellite Town Meetings. Call 1-800-USA-LEARN. CU

Family Involvement Partnership for Learning

Family Involvement Partnership for Learning Remains Active for the Summer

Here are some highlights of ongoing activities of the national Family Involvement Partnership for Learning, which now comprises more than 130 national organizations:

- *Scholastic* magazine, in cooperation with the National Education Goals Panel, distributed a summary of *Strong Families, Strong Schools* to principals across the country. *Scholastic* also launched an awards program, with support from Apple Computer, Inc., for elementary and secondary schools with exemplary family involvement initiatives. Known as the "Most Promising Practices Competition," the awards program aims to recognize innovative family involvement programs and practices. Award winners will be announced this summer.

- A group of employers has been working on a "sign-on" process for family-friendly businesses that want to support the efforts of the national Family Involvement Partnership for Learning. Over the past four months the group, which includes CEOs and business representatives, has been meeting to develop a statement known as "The Employer's Promise," which employers would sign to signal their support for family- friendly policies and practices. Employers are encouraged to "explore with employees ways in which they can help children learn." The statement expresses the willingness of the employer to implement suitable programs, such as flextime, that allow employees the opportunity to get involved with their children's schools.

- The Telephone Pioneers of America and its 875,000 volunteers joined the U.S. Department of Education in promoting achievement of the National Education Goals and family involvement. The commitment by the Telephone Pioneers was launched with the signing of a "Memorandum of Cooperation" by Secretary Riley and Don MacKenzie, president of the group and chairman of the NYNEX Information Resource Company. The Telephone Pioneers, with an 83-year history, is the world's largest industry-related volunteer group. It comprises current employees and retirees of the telecommunications industry and has 91 chapters in the United States and Canada.

- Ten national organizations signed on to promote a national summer reading program called READ*WRITE*NOW! (See p. 1 story.)

Note: READ*WRITE*NOW! *shares its name with the Michigan Catholic Health Systems Infant Mortality Project. The Michigan program provides educational counseling and literacy assistance.*

© Reading Is Fundamental, Inc. Used with permission

*In the READ*WRITE*NOW! summer program, children work with a reading partner.*

Send Us Your Best Practices

Does your organization have a family involvement program that you are willing to share with us? We are working on an Idea Book of best practices that will be available this fall. We welcome your submissions in any of the following areas:

- family learning activities
- limiting TV viewing
- families reading together
- checking homework daily
- monitoring school attendance
- working to make schools and communities safe
- encouraging children to take challenging courses
- talking directly with young people about the dangers of drugs and alcohol

Send your Idea Book submission to: Family Involvement Partnership for Learning, 600 Independence Avenue, SW, Washington, DC 20202-8173. CU

The Family Math Program Challenges Adults and Children Together

The Family Math Program has reached more than one million children and adults since its origin in 1981, with the mission of involving adults positively in their children's math education. Headquartered at the Lawrence Hall of Science at the University of California in Berkeley, Family Math is now at 52 other sites across the United States as well as in 11 foreign countries. The sites include universities, state departments of education, regional education centers, county offices of education, and science museums.

Parents and children participate in Family Math together. They are encouraged to attend a series of four or eight weekly Family Math classes, which last from one to two hours a session. The classes are held in the evenings or on weekends at schools, churches, or community organizations.

Family Math activities are often in a game or puzzle format. Family members have fun as well as gain confidence in math. In all cases, understanding is achieved through hands-on problem-solving that illustrates useful mathematical concepts.

Family Math works across socioeconomic and ethnic groups and includes a companion program in Spanish, *Matematica Para La Familia*. For more information, contact FAMILY MATH, Lawrence Hall of Science, University of California, Berkeley, CA. 94720-5200. CU

Parents' Day To Be Observed July 23

Sunday, July 23, 1995, marks the nation's first official "Parents' Day" under bipartisan legislation passed by Congress and signed by President Clinton last year. The Education Department has available materials on family involvement in children's learning that can assist local activities held in observance of Parents' Day. Call our toll-free line, 1-800-USA-LEARN, to request these items:

- *READ*WRITE*NOW!*, a summer reading kit that provides reading and writing activities for a child to engage in with a reading partner. (Note: community groups or businesses interested in large quantities of the kits may request camera-ready copy for easy reprinting.)
- *Strong Families, Strong Schools*, a research-based report on the importance of family involvement in children's learning.
- *Team up for Kids!*

  Be Family-Friendly: It's Good Business!

  Get Involved!

  Join Together for Kids!

  These brochures describe what families, schools, and communities can do to promote family involvement in education.
- *Employers, Families and Education: Promoting Family Involvement in Learning*, a publication prepared by the Families and Work Institute.
- *Summer Home Learning Recipes*, a pamphlet series covering age-appropriate projects and activities for students of all ages through twelfth grade.
- *Preparing Your Child for College*, a guide for parents to plan for their child's postsecondary education.

We hope you will join in the observance of Parents' Day. CU

Welcome New Partners!

Comprising more than 130 national organizations, the national Family Involvement Partnership for Learning continues to grow. We are delighted to welcome the following groups as members and acknowledge with appreciation their efforts in support of family involvement in children's learning:

The Council for Religion in Independent Schools
National Association of Independent Schools
National Council of Jewish Women
National Retired Teachers Association (AARP)
United Church of Christ-Board for Homeland Ministries

Unite the Community Behind Reading, Town Meeting Learns

In a lively and far-ranging discussion, last month's Satellite Town Meeting illustrated that the entire community has a role in helping children learn to read — families, schools, businesses, churches, synagogues, community colleges and other local organizations. "We're finding in our community that it's going to take a community-wide effort to improve our children's literacy skills," said panelist Terry Grier, superintendent of the Sacramento, California school district. The commitment to reading in Dr. Grier's district includes a major staff development effort, tutoring and mentoring provided by civic clubs, involvement of the mayor's office, and the adoption of an elementary school by the post office.

Panelist Reverend Justus Reeves, one of the pastors at the Shiloh Baptist Church in Washington, D.C., shared how a church can contribute to education in a community. The church has adopted a third grade class at Seaton Elementary School and provides tutors for reading.

"Shiloh made a commitment that it was going to focus on prevention," said Reverend Reeves. "We are in a very high-risk neighborhood. We made a commitment that we were going to raise up a new generation that were conscious of their identity and history and clear about their destiny."

Karen Helgerson, a caller from Appleton, Wisconsin, shared how businesses can get involved in community literacy efforts. The local chamber of commerce recruited firms to reproduce and distribute 1500 packets of materials for the READ*WRITE*NOW! national summer reading program, sponsored by the Education Department. Secretary Riley commended the businesses involved.

At the Town Meeting's close, Deputy Secretary Kunin provided tips to families on how to help children develop their reading skills: read aloud to children, encourage children to read — and write — independently, create a home environment rich in reading materials, allow children to choose the books they read, and encourage children to discuss their reading with others. **CU**

Reading Is Fundamental (RIF) believes the best way to help children become readers is to start early. RIF distributes more than 11 million books to children each year through networks of local volunteers in all 50 states and the District of Columbia.

© Reading Is Fundamental, Inc. Used with permission.

President Clinton and Congress Differ on Education Funding

Negotiations for the 1996-97 budget for the Education Department are underway in Congress. In these discussions, differences between the President and Congress on funding education are significant and affect support for meeting the National Education Goals. Below is a chart highlighting some of the differences.

	HOUSE BUDGET	PRESIDENT'S BUDGET
TITLE I: Improving Reading, Math, Basic Skills	Cuts $700 million	Increases $300 million
GOALS 2000: Community Support for Raising Standards of Achievement and Teaching	Cuts $400 million Eliminates program	Increases $347 million
SAFE AND DRUG-FREE SCHOOLS	Cuts 30% of funding	Increases $18 million
COLLEGE STUDENT AID	Students pay interest on loans while in college Pell Grants frozen Eliminates state student grants	Subsidizes in-school interest for deserving students Increases amounts for Pell grants to cover inflation
SCHOOL TO WORK OPPORTUNITIES	Cuts 25% of funding	Increases funding by 60%
TECHNOLOGY: Public/Private Partnerships to get computers in schools	Eliminates program	Increases $43 million

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202--0498

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF EDUCATION
Permit NO. G-17

FIRST CLAS

3

Issue No. 26

ML# 175134
Ms. June Smith
Aquisitions Secretary
Eric/Ir
030 Huntington Hall
Syracuse University, NY 13244

Brown University Partnership Supports Children's Reading

The Associated Alumni of Brown University launched a major literacy campaign during commencement weekend, May 26-29. The program, known as "Bring a Book to Brown," appealed to each returning alumnus to donate one children's book to the literacy effort in which Brown is a partner with the Rhode Island Children's Crusade for Higher Education.

Brown was one of the founders of the Children's Crusade, a nonprofit intervention organization working to provide students with the skills to succeed in school and the commitment to graduate from high school and pursue a college education. More than 11,000 children are participating in the program, which begins when students enter the third grade and continues until they graduate. Children pledge to stay off drugs, complete high school, avoid early parenthood, obey the law, and become role models in their communities.

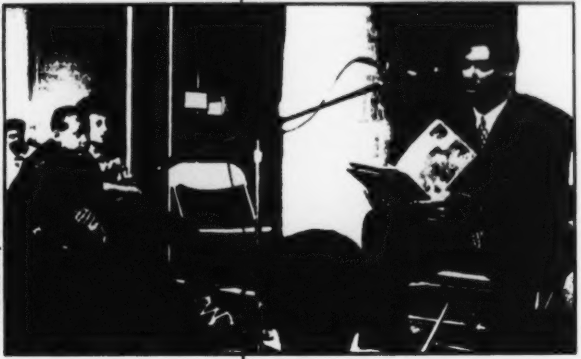


Photo courtesy of David Silverman for Brown University

Steve Jordan, all-pro tight end for the Minnesota Vikings, shared a story with children at the "Bring a Book to Brown" kickoff event.

The books donated by Brown alumni are being distributed to schools, libraries, and community centers around the state affiliated with the Rhode Island Children's Crusade. More than 2,000 books have been collected to date.

The kickoff event to "Bring a Book to Brown" featured alumnus Steve Jordan, an all-pro tight end for the Minnesota Vikings, who shared a story with children. The book Jordan chose to read, entitled *Jonathan McBoo*, told of a very tall boy who preferred using his mind to playing a sport like basketball.

"Sports are somewhat overvalued," Jordan told children when he finished reading. "Use your own minds. Read and enjoy your education."

The Alumni Association plans to make "Bring a Book to Brown" an annual campaign. Follow-up postcards are also being sent to all alumni who contributed books this year, encouraging them to get involved in literacy programs in their own communities. Brenda Dann-Messier, the Secretary's Regional Representative from the Education Department's Boston office, is coordinating the effort to provide the Alumni Association with contact information for literacy groups around the country to which Brown alumni can be referred.

Kathleen Connolly, Co-chair of "Bring a Book to Brown," hopes that the contributions of Brown alumni to literacy will continue beyond the book they donated. "We want to capitalize on this moment to challenge people to get involved in their local communities in a personal way." **CU**

Community Update *is published by the Office of Intergovernmental and Interagency Affairs*

Assistant Secretary	*MARIO MORENO*
Senior Director	*JOHN McGRATH*
Editor	*JOY BELIN*
Designer	*BARBARA JULIUS*

Community Update

No. 27, August 1995
U.S. Department of Education

Secretary Riley Asks All Americans To Get Involved in Learning

Editor's note: Below is an open letter from U.S. Secretary of Education Richard Riley to all Americans, launching a national effort to support education called "America Goes Back to School: A Place for Families and the Community." For more details on how parents, educators, and concerned citizens from businesses, colleges, and religious and community groups can get involved in the "Back to School" campaign, see the insert page.

Dear Friends of Education:

I invite you to join me and others during the week of September 11 to kick off *America Goes Back to School: A Place for Families and the Community*. Through this effort we are encouraging all Americans to support family and community involvement in learning. I am inviting leaders and successful role models like you from all walks of life to support this initiative by going back to school and participating in an activity that demonstrates how simple, yet important, it is to be involved in improving our schools and making them safe places of learning. I see this as a first step in an effort to involve adults in schools year-round.

The Family Involvement Partnership for Learning, a coalition of more than 140 family, community, religious and education organizations dedicated to improving children's learning through the development of family-school-community partnerships, is sponsoring *America Goes Back to School* in conjunction with the U.S. Department of Education. The Partnership also enjoys support from many family-friendly businesses.

America Goes Back to School: A Place for Families and the Community invites individuals — parents, grandparents, community leaders, professionals, people skilled in vocational trades, members of the arts community, religious leaders, and lay people...all Americans — to rally around their local schools and make a commitment to support education improvement and community involvement throughout the year. This support and involvement can help our schools to further improve and sends a message to our children that we care and want them to be successful.

Studies show that family and community support for education results in students learning to higher standards and schools that are safer. *America Goes Back to School* encourages adults everywhere to make a commitment throughout the year to be meaningfully involved in local schools, and help prepare all children to meet the challenges of the 21st century.

A resource guide of key education issues and practical ideas on how you can be involved will be available in early September. You may order your copy by calling the U.S. Department of Education at 1-800-USA-LEARN. I hope this guide will help facilitate your participation in *America Goes Back to School*.

Your support for family involvement in children's learning can make a positive difference: a win/win situation for families, schools and communities across the nation. Please contact your local media and encourage them to feature the good work being done for school improvement in your community.

I welcome your support of and participation in *America Goes Back to School* and hope that you get involved with this opportunity.

Richard W. Riley

Richard W. Riley

Special Insert on Family Involvement
(See inside)

National Forum Invites Teachers To Be Full Partners in School Reform

More than a hundred of the nation's leading educators will share their knowledge, expertise and insight at the 1995 Goals 2000 Teacher Forum, the third annual national meeting of its kind. The Forum, sponsored by the U.S. Department of Education, will take place from November 12-14, 1995, and will focus on professional development. Communities across the country are placing a high priority on investing in teachers' professional development, from their pre-service training throughout their careers. Because the Education Department wants to involve as many teachers as possible in the national Forum, major portions of the event will be broadcast live via satellite for the first time. Local educators are invited to take part in the Forum at their own meetings in downlink sites across the country. A toll-free number will be provided so that the teleconference audience can participate in all interactive sessions. ***Community Update*** will publicize more information on downlink sites and satellite coordinates closer to the event.

The 1995 GOALS 2000 Teacher Forum has two primary objectives:

- to strengthen the dialogue between teachers and the Department of Education staff;
- to assist teachers in becoming full partners in local, state and federal reform strategies, and to lead changes in their schools and communities that will enable all students to meet high levels of academic achievement as identified by the National Education Goals.

The Goals 2000 Teacher Forum brings together all current state-level Teachers of the Year for discussions on ways teachers can become more actively involved in education improvement initiatives. Joining the Teachers of the Year will be teachers currently serving on state Goals 2000 planning teams or others selected by teams as delegates. Representative teachers from private, religious and Department of Defense Dependents Schools also will be attending.

"We're excited about shifting the focus from teachers as objects of reform to teachers as partners in education improvement," said Terry Dozier, the special advisor on teaching to U.S. Secretary of Education Richard Riley and a former national Teacher of the Year. "Secretary Riley recognizes that teachers are one of the most valuable, yet underutilized resources for improvement in American education."

Teachers who have attended the previous forums and have applied their knowledge to involve their colleagues in innovative local and state reform efforts will share their experiences with the 1995 Forum participants. Additional sessions will assist Forum participants with acquiring leadership and networking skills to help make effective improvements at the local and state levels. Special speakers at the Forum will include Education Secretary Richard W. Riley, Deputy Education Secretary Madeleine Kunin, Terry Dozier, and a representative of the AT&T Foundation, the corporate sponsor of the event.

To obtain more information about the teleconference, call 1-800-USA-LEARN. CU

Thanks!

Thank you to everyone who responded to the Satellite Town Meeting survey in the July issue. Viewer suggestions are a primary consideration for the selection of topics for the 1995-96 season, which will be published in the September issue of **Community Update.**

Two Publications Connect Teachers to School Reform

- *A Teacher's Guide to the U.S. Department of Education.* Helping teachers participate fully in school improvement activities, the third edition of this guide provides updated information about Department programs and resources that can help schools and communities achieve their education goals. Such programs as GOALS 2000, the Family Involvement Partnership for Learning, and School To Work are outlined, along with a comprehensive directory of useful contacts at the national, regional, state, and local levels. A resource guide of publications available to teachers is also included.
- *Teachers and GOALS 2000: Leading the Journey Toward High Standards for All Students.* Discussing why teachers have a central role in shaping local school improvement plans inspired by GOALS 2000, this booklet explores steps that teachers can take to initiate the reform process in their communities. The main principles of successful comprehensive reform are outlined, and suggestions are provided for recruiting other faculty, parents, and members of the broader community in the effort. Useful appendices include samples of student work that demonstrate high standards in different subject areas.

To order the above materials, write to the GOALS 2000 Information Resource Center, U.S. Department of Education, Room 2421, 600 Independence Ave., S.W., Washington, D.C., 20202. CU

Family Involvement Partnership for Learning

Save the Dates!

- **October 20-22, 1995: Children's Sabbaths.** The fourth annual national observance of Children's Sabbaths, sponsored by the Children's Defense Fund, will take place October 20-22, 1995. U.S. Secretary of Education Richard W. Riley will speak at an ecumenical service in the Washington, D.C. area to mark the event. The service will be sponsored by Washington Hebrew Congregation and Shiloh Baptist Church. The Children's Defense Fund has prepared organizing kits on this year's theme of child poverty, which are appropriate to the needs of different denominations and faith communities. Call (202) 662-3589 for more information.

- **November 19-25, 1995: National Family Week.** The week of Thanksgiving has been recognized by national organizations and by a U.S. Senate resolution as National Family Week. A number of organizations in the national Family Involvement Partnership for Learning are actively promoting this event through special resource materials and mailings. For more information, contact the following groups: *Family Service America, Inc.*, (414) 359-1040; *Girl Scouts of the USA*, Martha Jo Dennison at (212) 852-5733 or Robin Payne at (212) 852-8614; *The Church of Jesus Christ of Latter Day Saints*, T. Lamar Sleight at (202) 662-7550. CU

© Reading Is Fundamental, Inc. Used with permission.

*Thousands of children are participating in the Education Department's national summer reading program, READ*WRITE*NOW! To enroll your child, call 1-800-USA-LEARN.*

Welcome New Partners!

With more than 140 national organizations committed to helping families fulfill their central role in education, the Family Involvement Partnership for Learning continues to grow. We are delighted to welcome the newest members and acknowledge their efforts in support of family involvement in children's learning:

American Association for Higher Education
The Communitarian Network
Home Instruction Program for Preschool Youngsters (HIPPY)
Women's American ORT

As noted in the Education Department report* Strong Families, Strong Schools*, 50 percent of parents with children under age 9 say they read to their children every day.

The National "Back to School" Campaign Has a Role for You

Editor's note: The Family Involvement Partnership for Learning is leading a vigorous grassroots back-to-school effort called "America Goes Back to School: A Place for Families and the Community." U.S. Secretary of Education Richard Riley will officially launch this initiative in September, when he will ask all Americans to rally around their local schools and make a commitment to support education improvement throughout the year. Secretary Riley will be joined in this effort by the National Coalition for Parent Involvement in Education (NCPIE), a group of educational and community organizations that includes parent, principal, teacher, and school board associations.

The following is an excerpt from a resource guide designed to support "America Goes Back to School," suggesting ways to get involved in children's learning. For a copy of the complete guide, write to the GOALS 2000 Information Resource Center, U.S. Department of Education, Room 2421, 600 Independence Ave., S.W., Washington, D.C., 20202.

1. Improve the basics and core academics.

Families: Read and write together, use TV wisely, encourage your children to do their best, and help develop school-family compacts.

Schools: Rigorously teach the basics and encourage family involvement in teaching and learning the basics, and develop school-family compacts with parents.

Community, religious, and business groups: Provide tutors, as well as adult literacy training.

2. Create safe and drug-free school environments.

Families: Organize and participate in "parent patrols" or "security dads and moms."

Schools: Require firm, fair rules, and keep in touch with families before problems arise.

Community and religious groups: Make safe neighborhoods and safe passage to school a priority.

3. Make college more accessible.

Families: Make sure your children enroll in courses that prepare them for college and/or careers.

Schools: Offer college-prep classes, be sure all students know about them in time to plan their academic program, and build local partnerships with colleges, universities, and community colleges.

Colleges: Bring high school students and their families on campus to build connections and share information about the existence of financial aid.

4. Get technology and computers into the classroom as fast as possible.

Families: Work in partnership with the schools to get computers in schools and homes.

Schools: Make the use of technology and computers a learning priority.

Community and religious groups: Establish computer labs in neighborhood centers.

Business: Assist schools directly by supplying computers and computer training.

5. Raise standards of achievement and discipline.

Families: Enroll children in tougher courses and keep in contact with teachers to ensure children are getting what they need.

Schools: Raise academic standards and encourage students to work hard to meet them.

Community, religious and business groups: Offer mentoring programs and homework centers.

Business: Adopt flexible employee leave policies that accommodate school visits/volunteering.

Colleges: Visit K-12 schools to advise students of entrance requirements and to share resources with the faculty.

6. Connect schools and families with community resources and school-to-work opportunities.

Families: Take advantage of learning opportunities in the community and support service programs.

Schools: Forge new partnerships with community groups to expand learning opportunities, especially for tech-prep, in evenings, weekends, and summer; enrich daily instruction; and provide students with service experiences.

Community and religious groups: Offer affordable, quality after-school and summer learning opportunities.

Businesses: Provide apprenticeships, internships, and training opportunities for students and teachers.

ROAD RUNNERS CLUB OF AMERICA
Children's running

The Road Runners Club of America, a nonprofit organization with over 565 local chapters across the country, is reaching out to families and schools with two publications that promote running as a healthy activity that helps keeps children away from drugs and alcohol. The publications are entitled *Children's Running: A Guide for Parents and Kids* and *Children's Running: A Guide for Teachers and Coaches*. To purchase copies at a nominal charge, contact the Road Runners Club of America at 1150 S. Washington Street, Suite 250, Alexandria, Virginia, 22314-4493. The phone number is (703) 836-0558.

"Public Education Should Be Respectful of Religion," Secretary Riley Says

Editor's note: The following excerpts are taken from a statement by U.S. Secretary of Education Richard Riley in a press briefing at the White House on July 12, 1995.

In the last two years, I have visited with many educators, parents, and religious leaders. I have become increasingly aware of the real need to find a new common ground when it comes to the place of religious expression and religious freedom in our public schools.

Public schools should not be hostile to religion. ... Confusion about what the Courts will and will not allow should not lead teachers or principals to violate the many established religious rights of students.

... The President is saying quite clearly that too many people have interpreted the Supreme Court decisions as precluding religious expression. He strongly disagrees and believes that the decisions do in fact allow great latitude for significant religious expression. The President feels that those who believe that religious expression and religious freedom are precluded by the decisions of the Court or the Constitution are just wrong.

Equally, the President rejects those who want organized prayer in our public schools. Public schools — and for that matter any other level of government — should not interfere or intrude on a family's religious beliefs. It goes against our grain to coerce people on something so important as their religious beliefs.

Public education should be respectful of religion, open to appropriate religious expression, and teach about religion because it is so very much a part of our nation's history. But teachers and principals should not be put in the position of advocating religion. CU

August 29 Satellite Town Meeting To Kick Off 1995-96 Season

With a special "Back to School" program, the August Town Meeting will air live on Tuesday, August 29, from 8:30 p.m. to 9:30 p.m. Eastern time. Following this program, the Satellite Town Meeting will return to its usual broadcast schedule on the third Tuesday of each month. Call 1-800-USA-LEARN for information on satellite coordinates.. CU

Proposals to Balance the Budget Differ Sharply on Education

Editor's note: Although President Clinton and Congress agree that the federal budget deficit must be balanced, their plans to accomplish this goal are significantly different, notably in the area of education. The new U.S. House leadership has proposed cutting $40 billion in education and training spending from 1996 to 2002. President Clinton's balanced budget proposal invests $36 billion more in education and training from 1996 to 2002.

At stake for students, families, schools and colleges is a difference in investment of approximately $76 billion over the next 7 years. Areas affected most would be the basics and core academics, safety in schools, accountability, teacher quality, access to higher education, and financial aid for college.

So that parent, community, and education leaders have a better idea of how this budget debate affects their state, below are projections of the net loss in funding between the President's plan and the plan of the Congressional leadership. The Congressional estimates are based on action taken on education only in the House Appropriations Subcommittee as this edition went to press. As the Congressional plan moves through the budget process, the figures may change. Watch this space for further updates.

Net Loss to States Based on Initial Congressional Proposal

FY 1996-2002 (amounts in millions)

Alabama	$1060	**Kentucky**	$980	**North Dakota**	$240
Alaska	$210	**Louisiana**	$1390	**Ohio**	$2520
Arizona	$970	**Maine**	$260	**Oklahoma**	$930
Arkansas	$610	**Maryland**	$800	**Oregon**	$670
California	$6260	**Massachusetts**	$1290	**Pennsylvania**	$2700
Colorado	$740	**Michigan**	$2340	**Rhode Island**	$250
Connecticut	$480	**Minnesota**	$1000	**South Carolina**	$790
Delaware	$150	**Mississippi**	$890	**South Dakota**	$260
Dist. of Columbia	$720	**Missouri**	$1160	**Tennessee**	$1110
Florida	$2490	**Montana**	$280	**Texas**	$4260
Georgia	$1380	**Nebraska**	$370	**Utah**	$510
Hawaii	$190	**Nevada**	$200	**Vermont**	$180
Idaho	$270	**New Hampshire**	$220	**Virginia**	$1130
Illinois	$2530	**New Jersey**	$1220	**Washington**	$1020
Indiana	$1200	**New Mexico**	$500	**West Virginia**	$510
Iowa	$670	**New York**	$5210	**Wisconsin**	$1120
Kansas	$590	**North Carolina**	$1230	**Wyoming**	$170

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202--0498

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF
EDUCATION
Permit NO. G-17

FIRST CLASS

Issue No. 27

175134
Ms. June Smith
Aquisitions Secretary
Eric/Ir
030 Huntington Hall
Syracuse University, NY 13244

National Arts Partnership Seeks To Integrate the Arts in School Reform

A group of 100 national organizations, representing parents, businesses, arts and general education, museums, higher education, foundations, and government agencies, are helping to make the arts a central component in state and local school improvement plans. These organizations form the GOALS 2000 Arts Partnership, which was convened by the National Endowment for the Arts with support from the U.S. Department of Education. The Partnership will now be housed at the Council of Chief State School Officers, who will administer it with the National Assembly of State Arts Agencies, helping to strengthen the link between the arts and state and local education reform.

The arts are already being featured in innovative school improvement plans in communities across the country. In Nucla, Colorado, the West End Public Schools District is implementing a program, funded by a GOALS 2000 grant, to raise academic standards and help all children learn to their full potential by integrating art instruction into the teaching of other subject areas. A task force will train school staff about developing an arts-based curriculum and will also reach out to the broader community to support the program. The arts education organization, Young Audiences, will assist the task force in developing innovative teaching strategies through demonstrations and workshops in theatre, dance, and music.

The Schenectady City School District in New York is also integrating the arts into the teaching of other disciplines, focusing on math, science and technology education for grades K-4. Assisted by a GOALS 2000 grant, the district will work in partnership with Union College to train teachers to use inquiry-based methods that emphasize active learning and the connections between subject areas. The district will collaborate with the Schenectady Museum, the Empire State Aeroscience Museum, and New York State Museum as well as with individual artists who also have specialties in math and science.

Schenectady is the world headquarters of General Electric's Industrial and Power Systems business as well as GE's Research and Development Center, and the district has benefited from GE's support of arts education, which has included funding, employee mentoring, and advocacy for programs. Dr. Walter Robb, retired director of GE's Research and Development Center, summarizes how the arts can stimulate student achievement in other areas. "To develop future leadership for our community and our country, we need to encourage the development of abilities beyond technical skills. Abilities like a dissatisfaction for the usual approach... receptivity to continual change... to be not just informed, but also aware. Hands-on involvement in the arts is one of the best ways for young people to gain these abilities." CU

Community Update is published by the Office of Intergovernmental and Interagency Affairs

Assistant Secretary	MARIO MORENO
Senior Director	JOHN McGRATH
Editor	JOY BELIN
Designer	BARBARA JULIUS

FY2-7 x

Community Update

No. 28, September 1995
U.S. Department of Education

September Town Meeting To Show Community-Wide Effort for Educational Technology

Featuring the city of Seattle, Washington, the September Satellite Town Meeting will provide insights on how one community is using educational technology to its full potential. The program will look at how thoughtful planning for technology can help a community realize its vision for school reform. Entitled "Educational Technology: Linking Schools to the Future," the broadcast will coincide with the release of the Education Department's National Technology Plan, which sets out a course of action for the Department and other federal agencies to help states and communities use technology effectively to meet their education and lifelong learning goals.

The hour-long Town Meeting will air live from PBS member station KCTS in Seattle on Tuesday, September 19, at 8:30 p.m. Eastern time. The program is closed-captioned and is simulcast in Spanish.

U.S. Deputy Secretary of Education Madeleine Kunin will host a conversation with a panel of guests who have led efforts to implement technology plans in their schools and the broader community. Topics of discussion will include how effective use of technology in the classroom captures children's attention and allows them to learn at their own pace; how businesses can participate in school-wide technology initiatives, including assisting school systems with access to quality software; and how an ongoing strategy of professional development helps ensure that educators understand how to use technology to make the greatest impact on student learning.

Special Insert on Family Involvement (See inside)

The Department of Education produces the Satellite Town Meeting series in partnership with the National Alliance of Business and the Center for Workforce Preparation with support from Bayer, Inc.

The September Town Meeting will discuss how community support can help schools get technology and computers into the classroom.

Satellite coordinates are as follows ....

C-Band: GE Satcom C4, Orbital Location 135 degrees West; Transponder 9; Vertical Polarity; Channel 9; Downlink Frequency 3880 mHz; Audio Subcarriers 6.2 mHz (Spanish) and 6.8 mHz (English).

Ku-Band: SBS-6, Orbital Location 95 degrees West; Transponder 1; Horizontal Polarity; Channel 1; Downlink Frequency 11717 mHz; Audio Subcarriers 6.2 mHz (Spanish) and 6.8 mHz (English).

To participate in the Satellite Town Meeting, contact your local Public Broadcasting System (PBS) member station, Chamber of Commerce, or Johnson Controls branch office and ask if your group can use the facility as a downlink site. Other possible sites are local schools, public libraries, community colleges, cable television stations, universities and technical schools, government offices, hospitals, businesses, hotels, or even private residences with satellite dishes. Call 1-800-USA-LEARN for further information or to register your participation. CU

U.S. Department of Education Satellite Town Meeting 1995-96 Series Schedule

Tuesday, Aug. 29, 1995 at 8:30 p.m. E.T.
"Back-to-School: New Partnerships with Parents, Communities and Schools"

Tuesday, Sept. 19, 1995 at 8:30 p.m. E.T.
"Educational Technology: Linking Schools to the Future"

Tuesday, Oct. 17, 1995 at 8:30 p.m. E.T.
"Creative Business-Education Partnerships: How Business Can Support High Standards and World-Class Schools"

Tuesday, Nov. 21, 1995 at 8:30 p.m. E.T.
"New Ideas for Professional Development: Giving Teachers the Skills and Knowledge Necessary for Today's Schools"

Tuesday, Dec. 19, 1995 at 8:30 p.m. E.T.
"Proven Strategies for Helping Disadvantaged Students:
High Standards and High Expectations"

Tuesday, Jan. 16, 1996 at 8:30 p.m. E.T.
"Civic Education, Character Education, and Service Learning:
Creative Ideas for Encouraging Better Students and Better Citizens"

Tuesday, Feb. 20, 1996 at 8:30 p.m. E.T.
"Community Colleges, Businesses, and Local Chambers: Key Partners in Career Preparation"

Tuesday, Mar. 19, 1996 at 8:30 p.m. E.T.
"Charter Schools and Other New Ideas for Better Schools"

Tuesday, April 21, 1996 at 8:30 p.m. E.T.
"Improving Access to Higher Education: Preparing for College, Academically and Financially"

Tuesday, May 21, 1996 at 8:30 p.m. E.T
"Ideas for Improving Reading and Writing: The Cornerstone of Learning"

Tuesday, June 18, 1996 at 8:30 p.m. E.T.
"School Discipline Strategies: Learning in an Orderly Environment"

Tuesday, July 16, 1996 at 8:30 p.m. E.T.
"Innovations in Mathematics, Science and Technology Education"

Goals 2000 Videos Available

The U.S. Department of Education offers a series of short videos showing how the concepts of Goals 2000 can improve education. Tapes include:

Goals 2000: A New Standard of Learning - showcases how a state, a school district and an individual school are using Goals 2000 strategies to improve education and raise standards of learning. Also available in Spanish. (Approx. 17 min.)

Strong Families, Strong Schools - encourages parental involvement in schools to help raise academic standards and create safe learning environments for America's children. (Approx. 9 min.)

Every Teacher, Every Child - offers straight talk from teachers about how Goals 2000 differs from prior reform efforts by supporting higher standards for students and professional development for teachers. (Approx. 8 min.)

Taking Action for America's Children - features state and national policymakers and educators explaining how this federal/local partnership supports grassroots school improvement efforts. (Approx. 8 min.)

Education Is Everybody's Business - showcases one community's highly successful efforts to improve education and lets viewers hear why business leaders applaud Goals 2000.

For free VHS copies of these tapes, contact the Office of Public Affairs at (202) 401-1576. CU

The National Education Goals in Brief

By the year 2000:

- **All Children Ready to Learn**
- **90 percent Graduation Rate**
- **All Children Competent in Core Subjects**
- **First in the World in Math and Science**
- **Every Adult Literate and Able to Compete in the Work Force**
- **Safe, Disciplined, Drug-Free Schools**
- **Professional Development for Educators**
- **Increased Parental Involvement in Learning**

Family Involvement Partnership for Learning

Local Partnerships in Wisconsin Promote READ*WRITE*NOW!

Fox Cities Alliance for Education is an initiative of the Fox Cities Chamber of Commerce and Industry located in Appleton, Wisconsin. (The Fox Cities, home to 187,000 residents, include communities from Kaukauna in the north to Oshkosh in the south.) Under the leadership of Karen Helgerson, the Chamber's Task Force Chair for Family Involvement in Children's Learning, local employers associated with the Alliance have rallied around local schools to promote the READ*WRITE*NOW! program of the national Family Involvement Partnership for Learning. The READ*WRITE*NOW! program enhances children's basic skills as well as their enjoyment of reading, encouraging children to read daily and providing activities that can be completed with an adult partner.

READ*WRITE*NOW! was embraced by local businesses in the Fox Cities region. Employers and their workers developed a plan to serve as reading partners to students during the summer and to extend this program throughout the school year. Employers also donated paper and supplies and reproduced the printed materials for the program at no cost. More than 1500 reading kits were distributed to students in the Fox Cities area over the summer.

The efforts of Ameriprint Graphics exemplify what can be accomplished with family involvement in education. This family-owned business reproduced the READ*WRITE*NOW! kits. Three generations of family members are involved in the program. The grandparents printed the materials, the parents serve as adult reading tutors, and the grandchildren are student participants.

Photo courtesy of the Fox Cities Chamber of Commerce.

*Employers and children in the Fox Cities participate in READ*WRITE*NOW! (from left to right) Aisling Wallis, age 2 1/2; Dan Spalding; Sharon Merryfield; Gary Zilavy, age 4.*

In many ways, the commitment in the Fox Cities to the nationwide reading initiative affirms the key to success with family involvement activities: When local networks of parents, schools, and employers work together, the goals of strengthening family involvement in children's learning can become a reality.

Welcome New Partners!

The Family Involvement Partnership for Learning continues to grow. We are delighted to welcome the newest members and acknowledge their efforts in support of family involvement in children's learning.

Consumer Product Safety Commission
Efficacy Institute
Katy Elementary School in Katy, Texas
National Reclaim Our Youth Crusade
National Alliance for Restructuring Education
Sarah Scott Middle School in Terre Haute, Indiana

Resource Offers Practical Tips for Getting Involved at School

Editor's Note: The following is an excerpt from the Partners' Activity Guide, *the publication that supports Education Secretary Richard Riley's back to school initiative, entitled "America Goes Back To School: A Place for Families and the Community." This guide suggests ways you can become meaningfully involved in local schools and resources to assist you in your efforts. For a copy of the complete publication, write the GOALS 2000 Information Resource Center, U.S. Department of Education, Room 2421, 600 Independence Avenue, S.W., Washington, D.C., 20202.*

America Goes Back to School encourages everyone to make a commitment to children's learning. Getting involved can be simple and fun — with enormous rewards for students and for you.

When you get involved in *America Goes Back to School*, you can work on one or more issues that Americans say they want their public schools to address. These issues include:

- Helping children to learn the basics and core academic subjects
- Creating safe and drug-free school environments
- Making college more accessible
- Getting technology and computers into classrooms
- Raising standards of achievement and discipline
- Connecting students, schools, and families with school-to-work opportunities and other learning resources in the community.

The key to a successful back-to-school effort is planning the year-long activities. Here are some suggested steps:

1. Call your school and schedule a start-up meeting with your school principal and other interested volunteers.
2. Appoint a school-volunteer coordinator at your first meeting or ask your school's principal and teachers if you can work through the local school volunteer coordinator. Take an inventory of what activities are already under way that address the six issues above.
3. Determine which of the six issues will be useful to work on for the school year. You may pick one or more. In fact, you may want to choose none of the six issues found in this book but may decide to pick another critical issue that concerns your schools, parents, and community.
4. Develop a planning calendar showing who will be participating in what activity and when. The school-volunteer coordinator will be responsible for keeping the calendar and sending out reminders to participating volunteers.
5. Ask the school principal if you can use your school's regular "back-to-school" activities to let parents and the community know about your efforts. Use these events to enlist additional volunteers.
6. Develop and implement your plan.
7. Meet regularly with the principal, teachers, and other volunteers to review your progress.
8. Evaluate your results. Then write to the Family Involvement Partnership for Learning in May 1996 to tell us what you've accomplished and what you've learned. This will help us all do better next year. CU

Recent Publications Help Promote Family Involvement

The following useful resources are available through members of the national Family Involvement Partnership for Learning.

- *Creating Learning Communities: An Introduction to Community Education.* This resource discusses strategies for linking families, schools, and community groups. Contact the National Community Education Association, 3929 Old Lee Highway, Suite 91A, Fairfax, Va., 22030. The phone number is (703) 359-8973 and the fax is (703) 359-0972. The cost for a single copy is $2.95.
- *Teacher's Manual for Parent and Community Involvement.* This book summarizes research and provides tips on family involvement in children's learning. Contact the National Community Education Association. (Information as above.) The book will be available in October 1995, and the cost is $17.95.
- *Grassroots Success! Preparing Schools and Families for Each Other.* This resource guide offers tips for effective family-school collaboration. Contact the National Association for the Education of Young Children, 1509 Sixteenth Street, NW, Washington, D.C. 20036-1426. The fee is $8.00 postpaid.
- *Employers Support Parenting: Making It Work. A Practical Guide to Supporting Your Employees as Parents.* This guide suggests family-friendly policies in the workplace that support parent involvement in education. Write to the Greater Austin Chamber of Commerce, P.O. Box 1967, Austin, Tex., 78767. The phone number is (512) 322-5628.

Successful Schools Involve Parents, the Community, Town Meeting Learns

In a special program to kick off the new school year, the August Satellite Town Meeting focused on how all Americans can make a year-long commitment to become meaningfully involved in their local schools and help prepare children to meet the challenges of the 21st century. U.S. Education Secretary Richard Riley announced his new back to school initiative, entitled "America Goes Back to School: A Place for Families and the Community," which encourages adults everywhere to participate in improving their local schools and making them safe places of learning. Secretary Riley will officially launch this initiative on September 11.

As part of the broadcast, a brief taped documentary examined the question, "How good is American education?" John Anderson of the New American Schools Development Corporation, Stephen Trachtenberg, President of George Washington University, and David Grissmer, a researcher from the RAND Corporation, offered their insights. While they observed that much work lies ahead in school reform, they noted positive trends in American education, such as the increasing proportion of high school students enrolled in core academic courses and the higher proportion of students graduating high school.

Guest panelists emphasized how parental support and community involvement strengthen their successful school improvement efforts. Shelia Dent, president of the Oakcrest Elementary PTA in Landover, Maryland, offered practical advice to busy parents who want to be involved in their children's learning. "Parents don't have to come into the school to be involved. They can spend 10 minutes at home reading with their child or listening to their child read. Something as simple as putting away the groceries that gives some math concept training can be a good activity for children."

Panelist David Belton, Vice President of Education at the Charlotte, North Carolina Chamber of Commerce, noted why many businesses are playing an active role in education reform. "The business community has realized that helping education is a good business investment. Unless we do that, we will not have good employees later on."

At the Town Meeting's close, Deputy Secretary Kunin reviewed ways that families, schools, businesses, and community and religious groups can work in partnership to improve education. Practical tips were suggested for each group, including: *for families*, read and write together, use TV wisely, and keep in contact with teachers; *for schools*, rigorously teach the basics and involve families in learning; *for businesses*, provide apprenticeships and training opportunities for students and teachers; and *for community and religious groups*, offer mentoring programs and homework centers.

A resource guide offering a variety of ways you can become involved in improving your local schools is available from the GOALS 2000 Information Resource Center, U.S. Department of Education, Room 2421, 600 Independence Avenue, S.W., Washington, D.C., 20202. CU

AGETOW
HOYAS

Secretary Riley's back-to-school initiative encourages adults everywhere to be actively involved in their local schools throughout the year.

Fathers Encouraged to Get Involved in Children's Learning

President Clinton has requested all departments and agencies to examine their programs and policies as they pertain to fathers. According to the president, the involvement of fathers must be taken as a national concern: "I am also aware," the president wrote, "that strengthening fathers' involvement with their children cannot be accomplished by the federal government alone: the solutions lie in the hearts and consciences of individual fathers and the support of the families and communities in which they live."

The Family Involvement Partnership for Learning encourages fathers to be active participants in their children's education. Does your organization sponsor a family involvement program that is intended to strengthen the role of fathers in children's learning? We would like to hear from you about your efforts and include descriptions of your programs in future issues of *Community Update*. Write to the Family Involvement Partnership, 600 Independence Avenue, S.W., Washington, D.C. 20202-8173. CU

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202--0498

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF
EDUCATION
Permit NO. G-17

FIRST CLASS

Issue No. 28

114373
Gail Mathews
ERIC Processing and Reference Facility
1301 Piccard Drive
Suite 300
Rockville, MD 20850-4305

20850-4305 33

Technology Partnership Supports Spread of Good Ideas

In eight states in the Great Lakes region, a successful public/private partnership rewards innovation in educational technology and encourages the spread of good ideas from classroom to classroom. The "Pioneering Partners for Educational Technology" program was created by the governors of Illinois, Indiana, Michigan, Minnesota, New York, Ohio, Pennsylvania, and Wisconsin. GTE Telephone Operations has funded "Pioneering Partners" since its origin in 1991.

Under the program, three teams of educators from each state are recognized annually for their innovative classroom projects utilizing technology. Comprising two to three members, the teams join the talents of teachers, principals, librarians, business partners, and technology resource specialists. The winning teams each receive a base grant of $3,000 and matching funds of up to $2,000 if they are able to raise additional money. They are also linked to a special electronic network called GreatLinks Net as well as to the Internet, where they can communicate with current and past award winners and collaborate on lesson ideas.

A special feature of "Pioneering Partners" is that winning educators are charged with the responsibility for sharing their model projects with other teachers. Soon after receiving their grants, winning teams attend a week-long training summit, paid for by a scholarship, where they learn how to effectively communicate their ideas to other teachers. At the summit, teams create a dissemination plan and choose a target audience, which can be other teachers in their own school, in the school district, or across the Great Lakes region.

Projects winning awards this year included one in Minnesota that connected students with the Will Steger Arctic expedition. Students at Heart of the Lakes Elementary and Perham High School in Perham tested snow samples and communicated the results of their research over the Internet with other students in the U.S., Denmark, Russia, and Japan. The project generated enthusiasm school-wide at Perham High School where students in the home ec department designed a flag that accompanied the Arctic expedition.

In another winning project, students at Douglas MacArthur Elementary in Indianapolis followed the journey of a fictitious frog from the city's Buck Creek to the Gulf of Mexico. The project utilized IBM's Linkway software, which is readily available and easy to use.

The governors involved in the "Pioneering Partners" program place a high priority on education as part of their long-term strategy for the region's economic growth. They believe the emphasis on developing a workforce to be skilled in managing technology contributes to the region's attractiveness for new businesses. "Students are sharpening skills they'll need in high performance workplaces of the future," said Michigan Governor John Engler.

Governor Tommy Thompson of Wisconsin, the lead governor on the project, summarizes why "Pioneering Partners" is an effective program. "It goes beyond just rewarding innovative ideas. The program actively markets these innovations to other teachers and students." CU

Community Update *is published by the Office of Intergovernmental and Interagency Affairs*

Assistant Secretary	*MARIO MORENO*
Senior Director	*JOHN McGRATH*
Editor	*JOY BELIN*
Designer	*BARBARA JULIUS*

Community Update

No. 29, October 1995
U.S. Department of Education

Keep Up the Battle for Excellence and High Standards, Secretary Riley Urges

In a speech at the National Press Club last month, U.S. Secretary of Education Richard Riley reported on recent progress in education reform and defined priorities for the future. Riley noted positive trends in education, including that S.A.T. scores and national scores in math and science have risen, more students are taking tougher courses that prepare them for college and for life, and more high school graduates are going directly to college.

U.S. Education Secretary Richard Riley spoke at the National Press Club on September 7.

Another positive trend in education cited by Riley is the growth of family involvement in education, which he has encouraged as one of his top priorities. A year ago, Riley launched the national Family Involvement Partnership for Learning, which now has more than 150 national organizations as members who are actively promoting the central role of families in learning. Member organizations include the John Hancock Insurance Company, Turner Broadcasting, the Walt Disney Company, the National PTA, and a broad range of religious institutions representing 75 percent of all religiously affiliated Americans.

This year Secretary Riley is continuing his focus on family involvement with his back-to-school effort: *America Goes Back to School: A Place for Families and the Community*. The effort, which is winning widespread support, encourages all Americans to find ways to get involved in their local schools throughout the year.

Special Insert on Family Involvement (See inside)

"I was so pleased to note that yesterday, when he had so many other things on his mind, our national hero, Cal Ripken, had as his first priority taking his five-year-old daughter Rachel to her first day at school," said Riley. "On the day that all eyes in America were on this outstanding athlete and role model, he had his eyes on letting his daughter know that her education, her school, and her principal were important to him."

Secretary Riley outlined the top two concerns that parents have regarding their children's education. The first is how to finance their children's college education. Riley cited a recent Gallup Poll that found that 98 percent of all parents expect their children to go on to college or to some form of higher education. He said the Education Department received three million calls about student aid last year alone, and the demand is growing.

Riley underscored the need to continue the new Direct Lending program, which is helping three million students finance their college education. "The President and I are committed to defending Direct Lending. It's a program that is good for the country and good for our colleges."

The second primary concern of parents, according to Riley, is how to prepare their children academically for the rigors of higher education and a complex world. Riley emphasized the importance of continued support for the GOALS 2000 program to address this concern.

"We need to prepare our children for college and for life, and we will not prepare them if we lose our way and give up the battle for excellence and high standards. And that is what is at stake in the battle over GOALS 2000 ... and the future of education funding. Those of us who believe our children can and must learn to high standards and believe in safe and disciplined schools cannot let this happen."

"Let's tell the young people of this country and their families that we believe in them and in their future," Riley said in conclusion, "that we want the best for them — and that we will do all we can as Americans to give them the best education possible." CU

October Town Meeting Will Explore the Vital Role of Business in School Reform

The October Satellite Town Meeting will look at how businesses are working in partnership with schools to support challenging academic standards, real-world learning opportunities for students and teachers, and family involvement in education.

Entitled "Creative Business-Education Partnerships: How Business Can Support High Standards and World-Class Schools," the hour-long Town Meeting will air live on Tuesday, October 17, at 8:30 p.m. Eastern time. The program is closed-captioned and is simulcast in Spanish.

> ***"In virtually everything else we do in the United States, we set high standards and strive to be No. 1. Why not in education? ...We put a man in space because we set a goal that was beyond — not within — our grasp. We need the same approach for education. And we must be relentless in its pursuit. The lessons we understand so well in every other aspect of our lives must be translated into education or else we will lose."***
>
> *Louis V. Gerstner, Jr., Chairman and CEO, IBM Corporation*
> *Remarks at the National Governors' Association Annual Meeting*
> *Burlington, Vermont*
> *July 30, 1995*

U.S. Secretary of Education Richard Riley and Deputy Secretary Madeleine Kunin will host a conversation with a panel of guests from communities across the country who have helped develop successful partnerships between businesses and schools. Topics of discussion will include how schools can approach businesses to create new partnerships, how family-friendly policies in the workplace can help schools connect with parents, and how businesses can assist schools with access to quality educational equipment and software so that students learn skills needed for the 21st century.

The Department of Education produces the Satellite Town Meeting series in partnership with the National Alliance of Business and the Center for Workforce Preparation with support from the Bayer Foundation and The Procter and Gamble Fund.

Satellite coordinates are as follows ....

[illegible] Galaxy 4, Orbital Location 99 degrees West; Transponder 5; Horizontal Polarity; Channel 5; Downlink Frequency 3800 MHz; Audio Subcarriers 6.2 MHz (Spanish) and 6.8 MHz (English).

[illegible] Galaxy 7, Orbital Location 91 degrees West; Transponder 10; Vertical Polarity; Channel 10; Downlink Frequency 11900 MHz; Audio Subcarriers 6.2 MHz (Spanish) and 6.8 MHz (English).

To participate in the Satellite Town Meeting, contact your local Public Broadcasting System (PBS) member station, Chamber of Commerce, or Johnson Controls branch office and ask if your group can use the facility as a downlink site. Other possible sites are local schools, public libraries, community colleges, cable television stations, universities and technical schools, government offices, hospitals, businesses, hotels, or even private residences with satellite dishes. Call 1-800-USA-LEARN for further information or to register your participation.

Resource Encourages Parent Involvement in Learning

In a touching remembrance of one child's brief life, a newly released videotape encourages parents to get involved in their children's learning. The tape, entitled "The Last Centurion," was produced by the National Association for Gifted Children (NAGC) and Reg and Maggie Green, parents of Nicholas Green. Nicholas was killed at the age of seven in a random shooting in Sicily in September 1994. The title derives from Nicholas' fascination with stories of honor and valor.

Interviews with Nicholas' parents and teacher paint a vivid picture of the cooperative effort between home and school in his education, which can serve as a model for other parents and educators. Nicholas' parents showed interest in what he was learning at school and made visits to his classroom. They used reading time at home and trips to the library to enrich his classroom experience.

Nicholas' parents hope that their son's life will be a legacy for other families to support the development of their children's talents to the fullest potential; they have donated the money they saved for Nicholas' college education toward this effort.

"Children develop at different speeds and in different ways," Nicholas' father states in the video. "To help a child who's having difficulty is rewarding. To help a child who's very good at something do even better can send the human spirit soaring. What a noble idea it is to try to provide the conditions so that every child can reach towards his potential."

"The Last Centurion" can be purchased for $17.50 (add sales tax in Calif.), with all proceeds going to the NAGC Nicholas Green Education Fund. Write to Corporate Productions, Inc., 4516 Mariota Avenue, Toluca Lake, Calif., 91602. The phone number to order is (818) 760-2622; the fax number is (818) 760-8619. For more information on the National Association for Gifted Children, contact Peter Rosenstein at (202) 785-4268.

Family Involvement Partnership for Learning

Join the Back-to-School Effort

During the week of September 11, Secretary Riley launched the nationwide back-to-school initiative, *America Goes Back to School: A Place for Families and the Community*, which is being sponsored by the national Family Involvement Partnership for Learning. Americans from all walks of life are participating in the effort by going back to school, meeting with students, teachers, and principals, and finding creative ways to get involved in children's learning.

The President, cabinet members, members of Congress, governors, mayors, athletes, entertainers, astronauts, artists, military personnel, engineers, and members of the community at large have helped promote the back-to-school campaign. Secretary Riley is urging all Americans to carry this momentum throughout the entire school year and to stay involved in their local schools.

A resource entitled "The Partners' Activity Guide" is available to support your back-to-school efforts. Call 1-800-USA-LEARN for a free copy.

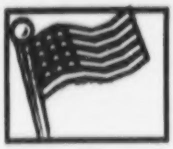
Do you have a back-to-school story or photo to share with *Community Update* readers? Do you have ideas on how the positive momentum for back-to-school activities can be maintained and how more Americans can become involved? Write us at the Family Involvement Partnership for Learning, 600 Independence Avenue, S.W., Washington, D.C., 20202-8173. CU

On September 9, Secretary Riley and members of the Family Involvement Partnership for Learning joined approximately 4,000 teachers and education professionals, state officials, celebrity guests, and all their families at Walt Disney World Epcot for a special celebration of the America Goes Back to School *initiative.*
As part of the back-to-school festivities, Dick Nunis, Chairman of Disney Attractions, signed on to the Family Involvement Partnership for Learning, affirming Disney's commitment to family-friendly policies and programs.

Welcome New Partners!

The national Family Involvement Partnership for Learning acknowledges its newest members:

- *Aspen Systems Corporation*
- *The Learning Community*
- *Marian College*
- *TBSC Learning Systems, Inc.*
- *Turner Broadcasting System, Inc.*
- *United States Air Force*
- *United States Army*
- *United States Marine Corps*
- *United States Navy*
- *Walt Disney World Co.*



The Armed Services Show Strong Support for Back-to-School Effort

All four armed services are actively supporting the nationwide back-to-school initiative, *America Goes Back to School: A Place for Families and the Community.* Personnel have been visiting local schools, volunteering as mentors and tutors, and getting involved in their children's education. In many instances, this participation is a continuation of efforts over the last several years. For example, at Fort Hood, Texas, soldiers attend parent-teacher conferences every three weeks as part of their military service if they have children enrolled at area schools.

This year, with the special emphasis on the back-to-school effort, the Armed Services' participation in education is even more extensive:

[illegible]
notified its 184 installations and asked personnel to get involved in the back-to- school effort.

[illegible]
informed all bases worldwide and is conducting special back-to-school initiatives around the country.

The Marine Corps
notified its 191 Marine Corps Reserve Sites and sent them copies of back-to-school materials such as the *Partners' Activity Guide*.

The Navy
got the word out to its 375 ships and 3400 Commands.

Resource Encourages High Visibility for Family Involvement

One of our newest members of the Family Involvement Partnership for Learning, the Learning Community, has developed a series of video clips that focus on key parental concerns, including school safety, learning to challenging standards, classroom technology, community involvement and much more. The Learning Community is making available at cost its information kit and demo videotape so that you can review the materials and bring them to the attention of your local TV station's news director. You may also wish to share these materials with your local school district. To place your order, contact Dr. Sarah J. Stanley at The Learning Community, 5301 Beethoven Street, Suite 109, Los Angeles, Calif., 90066-7061. The phone number is (310) 822-3275. The fax is (310) 822-0269. The cost of the information kit and demo video is $5.00.

Save the Dates!

- **October 20-22 Children's Sabbaths. Sponsored by Children's Defense Fund** (CDF). Special materials appropriate for different religious denominations are available through CDF by calling 202-662-3589.
- **October 26-29 School-College Collaboration Conference of the American Association for Higher Education** (AAHE), Renaissance Hotel, Washington, D.C. AAHE, a partner in the Family Involvement Partnership for Learning, is devoting an entire section of the conference to "Community and Parental Involvement." A special panel discussion that will consider a draft of a strategic plan for teacher training sessions will be held. The panel, chaired by Professor Joe Nathan of the University of Minnesota, includes Alan Ginsburg, Director of the Education Department's Planning and Evaluation Service, and Sue Ferguson, chair of the National Coalition for Parent Involvement in Education.
- **November 19-25 National Family Week.** This is an opportunity for Family Involvement Partners to share their efforts with the community at large and increase awareness of the need for family involvement in education.

Employers' Group Develops Family Involvement Sign-On

During the past eight months, a hardworking group of employer representatives has been meeting to develop a sign-on process for family-friendly businesses that want to join the national Family Involvement Partnership for Learning. The group has now completed its work, and the result is "The Employer's Promise," a statement that expresses the willingness of businesses to implement family-friendly programs and policies that encourage employees to get involved in their children's learning.

Members of the family-friendly business working group include representatives of the following employers: Motorola, Hemmings Motor News, Fox Cities Chamber of Commerce, John Hancock Financial Services, Marriott International, U.S. Chamber of Commerce, U.S. Army, American College Testing, GTE Corporation, CHASSELLE, Hewlett-Packard Corporation, and Southern California Edison.

These employers are committed to making the business world compatible with parents' efforts to support their children's learning. To request a copy of the Employer's Promise, write:

The Family Involvement Partnership
600 Independence Ave., S.W.
Washington, D.C. 20202-8173.

September Town Meeting Discusses Moving from Vision to Reality with Technology

Broadcast live from Seattle, Washington, a community that has made a major commitment to providing schools with up-to-date-computers and software, the September Satellite Town Meeting focused on bringing technology into the schools as part of an overall strategy of education reform. The program aired live from the studios of PBS member station KCTS, which provided assistance with production.

In the opening segment, viewers got a look at a school-community partnership in south-central Seattle called "Powerful Schools," which is benefiting students, teachers, parents, and the community at large. A primary objective of Powerful Schools is to expand and share technology resources. At Hawthorne Elementary, one of the partner schools, students have access to the wealth of information on the Internet, and the school stays open in the afternoons and evenings so that community members can also use computer labs.

Panelist Kent Keel, technology director for the Kent School District in Kent, Washington, described another example of thoughtful community planning for technology. His school district of over 24,000 students won public support for bond issues so that every classroom in 36 campuses will be connected to the Information Superhighway. The Kent district's strategic plan for technology includes "toolboxes" for teachers that help teachers integrate the vast resources of the Internet into their lesson plans.

"There's no magic in computers; there's no magic in wires," said Keel. "The magic is teachers working with the students to learn something."

A student from the Kent district, Jason Martin, performed an in-studio technology demonstration, showing how he used the World Wide Web on the Internet to do research for a term paper on Benjamin Franklin. Jason's ease with technology and the way that other students have mastered technology resources became a theme of the program. Caller Art Smith of Lacey Township, New Jersey, reported that his students were broadcasting the Town Meeting live on their cable access television station at Lacey High School. Caller Suzanna Beck, a multimedia technology instructor at Martin Luther King Middle School in San Bernadino, California, said that her students train their peers in the use of technology and then train teachers, including visitors from other campuses.

Deputy Secretary Kunin noted that "technology leapfrogs over the usual hierarchy we have in education where we think that the teacher is the authority and the student is always the learner." Panelist Pat Moriarty, coordinator of the Teacher Development Center in Everett, Washington agreed. "Having technology in the elementary classrooms levels the playing field between students and teachers. Teachers are forced to look at themselves as lifelong learners."

The way that the business community can support schools in getting quality educational equipment and software was another theme of the program. Rick Segal, Director of Educational Initiatives for Microsoft Corporation in Redmond, Washington, described his company's plan to set up a computer network for the national PTA and all state PTA offices, including those overseas. Microsoft will partner with COMPAQ to provide all the computer equipment and wiring necessary for this plan. "The PTA is really the core of every community," Segal said. "Our hope is to empower those people with technology ... to help change the way people think about why technology is going into the schools and convince the community about what the return on investment is."

At the Town Meeting's close, Deputy Secretary Kunin announced a resource from the Education Department to assist schools and communities with developing technology plans. It's called "Making It Happen," and it contains practical advice for obtaining top quality software and equipment, linking classrooms to the Information Superhighway, providing teachers with the skills they need to use technology, and involving parents, businesses, and the entire community in expanding and sharing technology resources. To order a copy of *Making It Happen*, write to the GOALS 2000 Information Resource Center, U.S. Department of Education, Room 2421, 600 Independence Ave., S.W., Washington, D.C., 20202. CU

The National Education Goals in Brief

By the year 2000:

- **All Children Ready to Learn**
- **90 percent Graduation Rate**
- **All Children Competent in Core Subjects**
- **First in the World in Math and Science**
- **Every Adult Literate and Able to Compete in the Work Force**
- **Safe, Disciplined, Drug-Free Schools**
- **Professional Development for Educators**
- **Increased Parental Involvement in Learning**

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202--0498

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF
EDUCATION
Permit NO. G-17

FIRST CLASS

Issue No. 29

175134
Ms. June Smith
Aquisitions Secretary
Eric/Ir
030 Huntington Hall
Syracuse University, N 13244

Funding for Major Education Programs To Be Decided

Editor's note: Although President Clinton and Congress share a long-term goal to balance the federal budget, they differ greatly in their support for investing in education reform and financial aid for college students. The President has requested a $900 million overall increase in the education budget, while the U.S. House of Representatives voted to cut education funding by $3.7 billion (15 percent below the 1995 level), and the U.S. Senate Appropriations Committee proposed to cut funding by $2.2 billion (9 percent below the 1995 level).

The House and Senate will soon meet in a conference committee to draft a single proposal to send to the President. As this edition went to press, President Clinton announced his intention to veto any bill which severely limits effective federal support for communities working to improve academic achievement, create safer schools, and bring innovative technology into classrooms.

The chart below compares 1995 funding levels for major Education Department programs to the 1996 levels proposed by the President, the House, and the Senate.

PROPOSED FUNDING FOR MAJOR DEPARTMENT OF EDUCATION PROGRAMS
(In thousands of dollars)

		[illegible]		
Program	FY 1995	President's Recommendation	U.S. House of Representatives	Senate Approp's Committee
GOALS 2000-school grants	$371,870	$750,500	$0.00	$310,000
Title 1/ Basic Skills Help	$6,698,356	$7,000,000	$5,555,000	$6,019,398
Safe/Drug-Free	$466,000	$500,000	$200,000	$200,000[1]
School To Work	$122,500	$200,000	$95,000	$122,500
Pell Grants for college students	$6,146,845	$6,601,503[2]	$5,697,000[3]	$5,400,000[4]

NOTES:

1 An additional $200 million is to be transferred to the Substance Abuse and Mental Health Services of HHS.

2 The House raised the ceiling for awards to $2,440 but also increased the minimum award amount, thereby dropping 360,000 students from the program.

3 Includes $2,129,366,000 for skill grants, which was requested by Labor Dept. under proposed legislation.

4 An additional $715,000,000 is carried over from previous years. CU

Community Update *is published by the Office of Intergovernmental and Interagency Affairs*

Assistant Secretary
MARIO MORENO
Senior Director
JOHN McGRATH
Editor
JOY BELIN
Designer
BARBARA JULIUS

Community Update

No.30, November 1995
U.S. Department of Education

Americans View the Basics as Central to High Standards

Although a majority of Americans is not fully satisfied with public schools, most do not favor solutions that have received widespread media attention, such as privatization of public school districts or vouchers. Many Americans favor solutions that education reformers are advocating: 28 percent support comprehensive school improvement, and 20 percent want to increase funding for public schools. The findings are part of a study entitled *Assignment Incomplete: The Unfinished Business of Education Reform*, which was prepared by the Public Agenda Foundation in collaboration with the Institute for Educational Leadership.

The report showed that a majority of parents, teachers, and other citizens believe that most children will thrive under a system of higher standards. Seven in ten Americans (71 percent) said that youngsters would "pay more attention to their school work and study harder" with higher standards in place, and 72 percent said that youngsters would "actually learn more."

As a foundation for higher standards, the overwhelming majority of respondents (92 percent) said that teaching the basics is absolutely essential. The public recognizes that students need an education that extends beyond the basics to prepare them for the challenges of the 21st century and favors a "basics first," not a "basics only" approach.

Americans do have confidence in public schools in several important areas. Fifty-three percent say that public schools are more likely than private schools to provide an environment that teaches kids to deal with people from diverse backgrounds. Fifty-one percent believe that public schools provide a better education for children with special needs, such as the physically handicapped. Only 33 percent of Americans think that private school teachers are better educators than public school teachers.

Special Issue on Family Involvement (See Inside)

On other high-priority issues for Americans, private schools earned a better rating than public schools. Sixty-one percent said private schools are more likely to provide order and discipline in the classroom, and 51 percent said private schools provide more safety and security. Fifty-three percent said private schools have higher academic standards for student learning than public schools.

The research for *Assignment Incomplete* was conducted in the summer of 1995, utilizing a telephone survey, a mail survey, and the results from a dozen focus groups across the country. The telephone survey polled 1,200 Americans, including 439 parents with children currently attending public schools and 237 public school teachers. The mail survey explored the views of 417 education administrators and 734 decision makers in business, government, the media, and other sectors.

Assignment Incomplete is part of a three-year project Public Agenda has undertaken with the Institute for Educational Leadership to sponsor in-depth discussions of education issues among parents, educators, business people, and other residents in communities across the country. The Public Agenda Foundation is a nonpartisan, nonprofit organization dedicated to helping citizens understand complex policy issues and to articulating the public's point of view to the nation's leaders. The Institute for Educational Leadership is also a nonpartisan, nonprofit organization, which has sought in its 30-year history to encourage citizen leadership to improve educational, economic and civic opportunities for all.

To purchase the full *Assignment Incomplete* report, contact Public Agenda, 6 East 39th Street, New York, N.Y., 10016. The cost is $10.00 per copy plus $2.50 for shipping. Bulk orders are available. To place an order by phone, call (212) 686-6610. CU

November Town Meeting Will Discuss Innovative Programs to Help Teachers Succeed

The November Satellite Town Meeting will look at how high-quality professional development opportunities enable educators to be leaders in school reform.

Entitled "New Ideas for Professional Development: Giving Teachers the Skills and Knowledge Necessary for Today's Schools," the hour-long Town Meeting will air live on Tuesday, November 21, at 8:30 p.m. Eastern time. The program is closed-captioned and is simulcast in Spanish.

U.S. Deputy Secretary of Education Madeleine Kunin will host a conversation with award-winning teachers and their community partners from across the country. The Town Meeting will discuss how parents, principals, superintendents, and community and business leaders can support professional development programs as part of a comprehensive school improvement strategy. Other topics will include how local businesses can play a critical role in professional development programs and how training educators is key to the success of bringing technology into the schools.

The Department of Education produces the Satellite Town Meeting series in partnership with the National Alliance of Business and the Center for Workforce Preparation with support from the Bayer Foundation and The Procter and Gamble Fund.

Satellite coordinates are as follows ....

C-band Galaxy 4, Orbital Location 99 degrees West; Transponder 5; Horizontal Polarity; Channel 5; Downlink Frequency 3800 MHz; Audio Subcarriers 6.2 MHz (Spanish) and 6.8 MHz (English).

Ku-band SBS-6, Orbital Location 74 degrees West; Transponder 15; Horizontal Polarity; Channel 15; Downlink Frequency 12075 MHz; Audio Subcarriers 6.2 MHz (Spanish) and 6.8 MHz (English).

To participate in the Satellite Town Meeting, contact your local Public Broadcasting System (PBS) member station, Chamber of Commerce, or Johnson Controls branch office and ask if your group can use the facility as a downlink site. Other possible sites are local schools, public libraries, community colleges, cable television stations, universities and technical schools, government offices, hospitals, businesses, hotels, or even private residences with satellite dishes. Call 1-800-USA-LEARN for further information or to register your participation.

National Community Education Day

Tuesday, November 21, 1995 marks the 14th annual National Community Education Day. This year's theme as selected by the National Community Education Association—a member of the Family Involvement Partnership for Learning— is *Schools and Families: Partners Through Community Education.* For additional information, please call NCEA at 703-359-8973.

Budget Debate Affects Key Education Programs

Editor's note: Although President Clinton and Congress share a long-term goal to balance the federal budget, they differ greatly in their support for investing in education for the 1996-97 school year. The charts below compare the numbers of schools and children that would be served by two important U.S. Department of Education programs in budgets proposed by the President, the U.S. House of Representatives, and the U.S. Senate Appropriations Committee. The House and Senate will soon meet in a conference committee to draft a single budget proposal to send to the President. Please watch this space for further updates.

GOALS 2000: Supporting Community Efforts to Improve Schools

1996-1997	Budget Amount	Schools Served
President	$750,500,000	17,000
Senate	$310,000,000	7,400
U.S. House	(no funds)	0

Title I/Basic Skills Help

1996-1997	Budget Amount	Children Served
President	$7,000,000,000	7,100,000
Senate	$6,019,398,000	6,100,000
U.S. House	$5,555,000,000	5,600,000

Family Involvement Partnership for Learning

National Campaign Promotes Parent Involvement in Learning

*Hand in Hand: Parents * Schools * Communities United for Kids* is a new national campaign dedicated to building stronger links between learning at home and at school.

Hand in Hand is a partnership between the Institute for Educational Leadership, the Mattel Foundation, and *Teacher Barbie*®, a Mattel product whose proceeds will help fund the campaign. A diverse coalition of national family and education organizations supports *Hand in Hand*, including the National Urban League, National Council of La Raza, National PTA, and Council of Great City Schools.

Through a recent national study, *Hand in Hand* found that family participation in children's school activities is limited primarily due to a lack of time or knowledge about how to get involved. The campaign is working to encourage schools to be more welcoming to families and employers to be more flexible about allowing parents time off to participate at school. Working with organizations already active in family involvement, *Hand in Hand* will focus its initial efforts on eight communities: Birmingham, Ala.; Chicago; Dallas; Los Angeles; New York; Philadelphia; Portland, Ore.; and Tampa, Fla. While many of the campaign's activities will take place in these cities, *Hand in Hand* urges every community to join in the cause.

"National Take Our Parents to School Week" (November 12-18) is one way *Hand in Hand* will focus public attention on the need for stronger collaboration between parents and teachers. The purpose of the event is to initiate exciting activities where parents and foster parents, family members and friends, and teachers and other school staff can establish closer working relationships. The timing of "National Take Our Parents to School Week" coincides with American Education Week.

Hand in Hand

(from left to right) Gloria DeNocochea, Manager of the Mattel Foundation; Michael Usdan, President of the Institute for Educational Leadership; and Jill Barad, Chief Operating Officer for Mattel Toys, Inc., attended the kickoff to Hand In Hand in Los Angeles.

The "National Take Our Parents to School Week" kickoff will take place November 13 at a New York City public school in a national news event to highlight what corporations, public policy leaders, and schools around the country are doing to support closer ties between parents and schools. *Hand in Hand* is planning events in its eight target cities and can provide assistance to groups that want to organize events in other communities.

For more information about "National Take Our Parents to School Week" or *Hand in Hand*, write *Hand in Hand* at 1010 Wisconsin Avenue N.W., Suite 800, Washington, D.C., 20007. Useful resources are also available from *Hand in Hand*, including brochures with parent and teacher tips and a community involvement poster. To request an order form for these materials, write to the same address. (Note: There is a small shipping charge for some publications.)

Mike O'Malley, host of Nickelodeon's game show "Guts," served as emcee for the Big Help event, and pop singer Brandy was the host during the hour featuring education and learning.

Nickelodeon's Nationally Televised "Big Help" Promotes Learning

Last month, Nickelodeon's nationally televised "Big Help," which encourages children to volunteer in service to their families, schools, and communities, included a new focus on education. Nickelodeon, a partner in the Education Department's READ*WRITE*NOW! program, devoted one hour of its full day of Big Help programming to the theme of education and learning.

The live programming for BIG HELP originated from the backlot of Universal Studios in Hollywood where approximately 6,000 children attended a block party. The Education Department's booth at the block party promoted the theme that children can be Big Helpers for education in two ways: making sure they are educated themselves and helping others to learn.

Children had the chance to begin their service projects at the Education Department booth. They created 1,000 bookmarks that were donated to Rolling Readers (a project of Reading Is Fundamental) and the Los Angeles Public Library. A total of 2,000 books were also collected during the day to be distributed by Rolling Readers to disadvantaged children. Visitors to the Education Department's booth received materials for how the newspaper can be used to enhance children's reading skills, READ*WRITE*NOW! kits, and calendars with learning activities.

Other members and supporters of the national Family Involvement Partnership for Learning taking part at the Big Help were: American Paper Converters, Books and Beyond, Crayola, Los Angeles Public Library, the Los Angeles Times, Reading Is Fundamental, Rolling Readers, and the School Supply and Equipment Association. CU

New Resource Supports READ*WRITE*NOW! Tutors

Last summer, the Family Involvement Partnership for Learning launched a year-round nationwide reading and writing initiative, READ*WRITE*NOW! The program, developed with the assistance of literacy and education groups and corporate sponsors, including Pizza Hut, provided reading activities for children and their adult or teen reading partners.

A new publication, entitled "The READ*WRITE*NOW! Partners Tutoring Program, is now available to help guide reading partners through the tutoring process. Developed by the U.S. Department of Education and Hadassah, the booklet suggests a step-by-step method for structuring a tutoring session, instructional techniques when reading aloud with children, and follow-up activities.

To order "The READ*WRITE*NOW! Partners Tutoring Program," free of charge, call 1-800-USA-LEARN. CU

Family Involvement: How Do You Measure Success?

Family involvement in children's learning is a dynamic process in which continuous improvement is a key component. We would like to learn about how you evaluate your program's effectiveness.

- Do you evaluate your family involvement programs annually?
- What indicators have you identified to measure the effectiveness of your programs?
- Do you incorporate the results of your assessment efforts in your long-term planning?

We look forward to hearing from you, so that we can share your assessment strategies with other members of the Partnership. Write to the Family Involvement Partnership, 600 Independence Avenue, S.W., Washington, D.C. 20202-8173. CU

Welcome New Partners!

The national Family Involvement Partnership for Learning welcomes our newest partners and acknowledges their commitment to helping families fulfill their central role in learning:

- ***American School Counselor Association***
- ***The Bureau of Jewish Education, Boston, Mass.***

October Town Meeting Demonstrates New Dialogue Between Businesses and Schools

When businesses and schools define their common interests and work together to set an agenda for education reform, real change is within reach. This theme was evident in the inspirational stories of creative business-education partnerships from across the country that were featured in October's Satellite Town Meeting.

U.S. Secretary of Education Richard Riley was joined by special guest moderator Pete Williams of NBC News in a lively conversation that focused on how businesses can support high academic standards, real-world learning opportunities for students, and family-friendly employment policies. Deputy Secretary Kunin could not participate in the program because she was travelling with the First Lady in South America.

In a taped message, Bert Roberts, CEO of MCI Corporation and head of the National Alliance of Business, set the stage for the discussion by urging businesses to let schools know what skills are needed in the workforce. Viewers then got a look at the successful partnership between the Chamber of Commerce and Charlotte-Mecklenburg School District in Charlotte, N.C., where cooperation between the business community and schools has led to dramatic gains in student achievement.

Panelist Rodney Lafon, superintendent of the St. Charles Parish School District in Luling, Louisiana, described how his district's innovative partnership with Union Carbide Corporation is also focused on increasing student learning and achievement. "The business people bring something very special to the table. They understand what students need to know and be able to do as they leave our schools. Businesses are very results-oriented. I think that has made us change our focus in public education."

Several panelists emphasized the valuable role that businesses can play in identifying for schools the skills that students will need in the workforce. "There are basic skills we need regardless of our particular industry — reading, applied mathematics, locating information, and listening," said Connie Spellman, vice president of the Chamber of Commerce in Omaha, Nebraska.

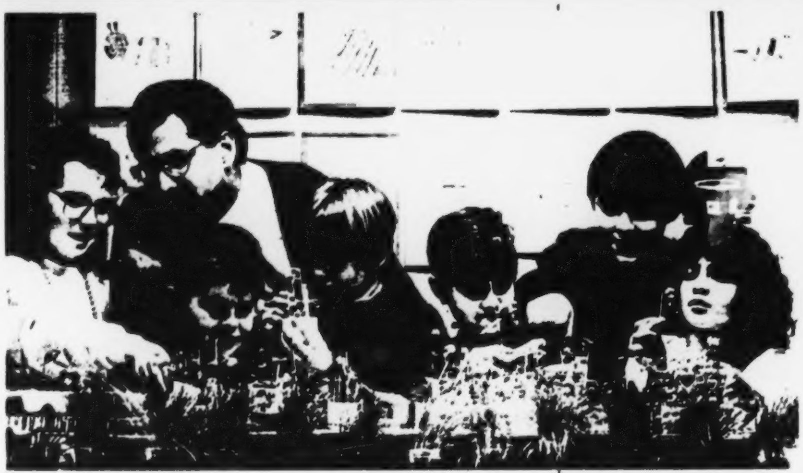
Panelist Rogercarole Rogers, director for employment development at McDonald's Corporation in Oakbrook, Illinois, discussed her company's programs to help students make the transition from school to work. McDonald's is the nation's largest employer of youth: 50 percent of its employees are students.

In a live satellite uplink from Dallas, Texas, viewers learned of another innovative business-education partnership developed by JCPenney Company and the National Alliance of Business. (See article p. 6). JCPenney operates with site-based management for its stores and is sharing this experience with local schools.

Secretary Riley announced a way for more businesses to get involved in education and join the national Family Involvement Partnership for Learning, which has nearly 160 national organizations as members that support the family's central role in learning. A new sign-on process to the Partnership called the "Employer's Promise" will be officially launched in mid-November. The Employer's Promise is a general statement of support for the kinds of actions businesses can take to make a real difference in children's education, including adopting family-friendly policies such as flextime that allow parents to attend school activities.

Panelist Randy MacDonald, senior vice president of Human Resources and Administration for GTE Corporation in Stamford, Connecticut, is a member of the national steering committee of employers that developed the Employer's Promise. He noted that businesses have a self-interest in working to improve education because the number one concern employees have when joining a company is the quality of the local schools. "It behooves business to get involved because we want to deploy our best people no matter where we need them."

At the Town Meeting's close, several Education Department resources were introduced that support business-education partnerships. "Employers, Families, and Education" outlines practical steps that employers can take to become involved with schools, and "Building Community Partnerships" is full of examples of successful school and business collaborations. To order a copy of either booklet, or of the Employer's Promise, write to the GOALS 2000 Information Resource Center, U.S. Department of Education, Room 2421, 600 Independence Ave., S.W., Washington, D.C., 20202. CU



Bayer Corporation's involvement in school reform focuses on improving science education. Hundreds of Bayer scientists have donated their time to help schools and other institutions provide hands-on science programs to local children. Here, Bayer scientist Sanjeev Madan talks with third graders at Forest Grove Elementary School in Pittsburgh, Penn., about their classroom project to grow seedlings.

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202--0498

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF EDUCATION
Permit NO. G-17

Issue No. 30

175134
Ms. June Smith
Aquisitions Secretary
Eric/Ir
030 Huntington Hall
Syracuse University, NY 13244

JCPenney Shares Management Experience with Communities Nationwide

The JCPenney Company is capitalizing on one of its strengths as a business to support school improvement nationwide. Working with the National Alliance of Business (NAB) for the last five years, JCPenney created an innovative business-education partnership focused on site-based management, a hallmark of JCPenney's business operation.

In 1991 JCPenney and NAB launched the JCPenney High Performance Schools Project, now in its third phase. Phase one provided leadership institutes and competitive mini-grants to support school-based management in the Fort Worth Independent School District, located near JCPenney headquarters in North Dallas, Texas.

Phase two, which began in 1993, offered hands-on assistance to the two largest school districts in Bexar County, Texas — the San Antonio and Northside Independent School Districts — to decentralize. Local store managers participated in two-way job shadowing with school principals. JCPenney home office managers briefed district officials on ways to enhance strategic planning, budgeting, communications, and organizational planning.

In phase three, JCPenney and NAB developed a strategy to share "lessons learned" with a national audience in ways that will reinforce their own improvement efforts. The JCPenney Institute on School Improvement was launched this fall, utilizing JCPenney's in-store satellite network to reach communities across the country. The Institute had its first satellite teleconference September 29th, linking groups of parents, educators, business people, and other community members, who gathered at local JCPenney stores to learn and discuss how education is changing to prepare children for the jobs of the future.

Peggy Siegel, Director of the JCPenney Project at NAB, notes the value of a third party in capturing lessons learned from such partnerships and making them available to others so that the partners can concentrate on their priority, improving education. Adds Cami Alexander, JCPenney Corporate Contributions and Education Manager, "Companies should look for what's really unique about how they run their business and see how they can share it to meet education needs." **CU**

On-Line Service Keeps You Informed

You are invited to join EDInfo, an e-mail service from the U.S. Department of Education that delivers two to three messages a week, each featuring a publication, initiative, or other useful information. Past topics have included preparing your child for college, a guide to technology resources, strategies for educating disadvantaged children, and updates on actions in the U.S. Congress to determine the 1996 education budget. Messages are typically three to four printed pages and offer suggestions for obtaining additional information.

To take advantage of the EDInfo service, simply

1) Address an e-mail message to: listproc@inet.ed.gov

2) Write this in the message: subscribe EDInfo yourfirstname yourlastname

Note: If you have a signature block, please turn it off. **CU**

Community Update *is published by the Office of Intergovernmental and Interagency Affairs*

Assistant Secretary
MARIO MORENO
Senior Director
JOHN McGRATH
Editor
JOY BELIN
Designer
BARBARA JULIUS

Community Update

No. 31, December 1995
U.S. Department of Education

"Teachers Must Be Partners in School Reform," Secretary Riley Says

Editor's note: Last month, more than 100 of the nation's leading teachers from both public and private schools gathered to share their knowledge and expertise at the third annual GOALS 2000 Teacher Forum. U.S. Secretary of Education Richard Riley spoke to conference participants. Here are excerpts from his remarks:

If I have one message for you, it is simply this: improving American education will only take place when you stop being objects of reform and instead become partners in reform and leaders in reform. As teachers you need to find your public voice. You need to speak out on behalf of American education. And we need you at the table when people come together to decide the future of American education.

We have a long way to go before we can say honestly to the American people that every child in America is getting a quality education of high standards that he or she deserves. But at the same time, we need to recognize what we have achieved, learn from our mistakes, set our sights high and get on with the business of improving American education.

U.S. Secretary of Education Richard Riley and Terry Dozier, the Secretary's special advisor on teaching, spoke before the GOALS 2000 Teacher Forum.

Special Insert on Family Involvement (See inside)

Let's first recognize the progress we have made. SAT scores are up, and many more students are taking the tougher courses that prepare them for college. As a result, the national scores in math and science have gone up one full grade. And many more high school graduates are going directly on to college, an increase of 13 percent since 1980.

Young people are getting the message about the importance of education. But we still have a long way to go. Parents have got to reconnect to the learning process, and every element of a community — the business, civic, and religious leadership — has to be part of a common effort to improve education. This is why GOALS 2000 was set up the way it was, to involve everybody.

People often ask me what GOALS 2000 is all about — why we are so committed to supporting you. And the answer I give them is simply this: GOALS 2000 is the extra money that schools never get to improve themselves in order to reach for excellence. GOALS 2000 is the start-up money that allows a school to reach out to the community so that the entire community can come together for the good of all of its children.

Whether you use these dollars to get computers into the classroom or whether you use it to get more parents involved, that's your choice. GOALS 2000 is a program that gives learning communities something they almost never have — the opportunity to come together, to think ahead, to be creative and make those connections that will restore public trust to the progress of American education.

In 1997 we will have more young people going to our schools than at any time in the history of our country — 53 million. Demographers call this a baby boom echo. We will actually surpass the record set by some of you baby-boomers back in 1971.

So this is no time to retreat from our commitment to excellence for all of our young people — and I mean all of them. If ever there was a time to have a great era of American education, it is now. If ever there was a time to make education a national priority for all the young people, it is now. CU

December Town Meeting Will Discuss Helping Disadvantaged Students Excel

Featuring the successful example of how one inner-city school became a thriving center of learning, the December Satellite Town Meeting will explore how innovative school-community partnerships can help disadvantaged students to meet high academic standards.

Entitled "Proven Strategies For Helping Disadvantaged Students: High Standards and High Expectations," the hour-long Town Meeting will air on Tuesday, December 19 at 8:30 p.m. Eastern Time. The program is closed-captioned and is simulcast in Spanish.

U.S. Deputy Secretary of Education Madeleine Kunin will host a conversation with school officials from Signal Hill Elementary in Long Beach, California, and local community leaders who will share their successful school-wide strategies for helping disadvantaged students excel. Discussion topics will include how a challenging academic curriculum and high expectations for students can set in motion school-wide reform; how parents, teachers, principals, superintendents, and business and community leaders contribute to helping all students learn; and how effective communication can help keep everyone in the school community moving forward on the same mission.

Special Note: *The December Town Meeting will be taped at a national conference on how communities are reaching their education goals within the framework of the Improving America's Schools Act. Because the program will be prerecorded, no phone calls will be taken from the satellite audience. Live Satellite Town Meetings will resume next month.*

The Department of Education produces the Satellite Town Meeting series in partnership with the National Alliance of Business and the Center for Workforce Preparation with support from the Bayer Foundation and The Procter and Gamble Fund.

Satellite coordinates are as follows ....

C-Band: Galaxy 4, Orbital Location 99 degrees West; Transponder 5; Horizontal Polarity; Channel 5; Downlink Frequency 3800 MHz; Audio Subcarriers 6.2 MHz (Spanish) and 6.8 MHz (English).

Ku-Band: SBS-6, Orbital Location 74 degrees West; Transponder 17; Horizontal Polarity; Channel 17; Downlink Frequency 12117 MHz; Audio Subcarriers 6.2 MHz (Spanish) and 6.8 MHz (English).

To participate in the Satellite Town Meeting, contact your local Public Broadcasting System (PBS) member station, Chamber of Commerce, or Johnson Controls branch office and ask if your group can use the facility as a downlink site. Other possible sites are local schools, public libraries, community colleges, cable television stations, universities and technical schools, government offices, hospitals, businesses, hotels, or even private residences with satellite dishes. Call 1-800-USA-LEARN for further information or to register your participation. CU

National
Alliance of
Business

Resource Offers Guidance in Building School-to-Work Programs

Schools and businesses across the country are recognizing the importance of helping students obtain the skills they will need when they make the transition into the workforce. A new resource developed by the National Alliance of Business assists with these efforts, outlining the steps to creating a successful school-to-work program.

The Foundations For Life training program explains why so many businesses have become involved in the school-to-work issue and offers guidance based on the proven results of model community efforts. Topics covered include how to gain support for your plan, build interest and enthusiasm, secure outside resources, implement student work arrangements, and measure the success of your program.

Foundations For Life includes a training manual and a resource kit. The National Alliance of Business can customize the training program to meet the unique needs of your organization or community. To request a free brochure describing *Foundations For Life* in more detail, or to arrange for a customized training program, contact the National Alliance of Business at 1-800-787-2848. Note: The *Foundations For Life* program will be available for distribution in January. CU

Family Involvement Partnership for Learning

Communities Nationwide Report on Back-to-School Events

In communities across the country during the early weeks of the current school year, family members and other individuals rallied around their local schools in a year-long commitment to get involved with children's learning. Secretary Riley kicked off the nationwide back- to- school effort with the launch of a special initiative, *America Goes Back to School: A Place for Families and the Community*. We invited our readers to tell us about their back-to-school experiences this fall. Here is a sample:

Flandreau, South Dakota: "America Goes Back to School" events took place during Native American Week, October 2-6, at Flandreau's Spafford Elementary School. Native American culture was featured, including food, music and Dakota language presentations. Tribal elders and family members visited classes and discussed customs, values, and ceremonial activities with the students. Spafford Elementary principal Trudie Myers worked with the school's curriculum coordinator on the program along with parent Janet Claymore Ross and local community and tribal leaders. The program was publicized widely in local newspapers.

Columbia, South Carolina: At Summit Parkway Middle School in early October, more than three hundred families braved a heavy rain to attend the opening session of Family Math Night. According to principal Jo Hecker, the Family Math program seeks to actively involve parents in the instructional program at the school and also suggests enrichment activities at home. Family members worked together on problem-solving as Ms. Hecker circulated among participants. Ms. Hecker reports that as a thirty- year veteran of public education, she was delighted at the overwhelming turnout for the school's Family Math program.

North Brunswick, New Jersey: Andrew Frank, a 1983 graduate of North Brunswick Township High School, returned to his alma mater to relate to students an exciting meeting he had with presidential hopeful Bill Clinton in 1991. While visiting with students in the social studies class of his former teacher, Mr. Frank emphasized how he learned the importance of working hard toward personal goals. Mr. Frank considered *America Goes Back to School* to be a good way to acknowledge his former teachers for all they had done to help him get a good start in life. He is currently the managing director of the New York Foreign Press Center, where he deals with more than 1,000 foreign journalists from over 80 countries.

Dr. Agnes Ross makes a presentation to students at Spafford Elementary School in Flandreau, South Dakota. Ross, a grandmother to children in the school, was chosen as South Dakota's first State Teacher of the Year in 1959.

Education Department Grant Supports High-Quality T.V. Programs

The Corporation for Public Broadcasting has received a $7 million grant from the U.S. Department of Education to develop T.V. programming designed to help prepare young children across America to be ready to learn at school, including those for whom English is a second language. The grant is being distributed through the National Institute on Early Childhood Development and Education, which is part of the Office of Educational Research and Improvement.

The first National Education Goal states: All children in America will start school ready to learn. The new ready-to-learn television programming will help preschool and early-school children and their families and care givers to move toward realization of this goal.

The Department of Education grant will support the creation of new family and children's programming of high quality which will be interspersed with educational message breaks. The programming, available to all families through the universal access of public television, will focus on the cognitive and social development of children from diverse social, cultural, and geographical backgrounds.

This ready-to-learn series will be reinforced by educational materials written in both English and Spanish, along with community outreach workshops for children, parents, and care givers. In addition, free books will be distributed each month to children and their families at Public Broadcasting television stations around the country.

The Educational Publishing Group, a leader in providing informational resources for parent involvement in children's education and a member of the Family Involvement Partnership, will produce the bilingual, bimonthly publication to complement the ready-to-learn series. The newsletter, entitled *PTV Families*, will be distributed to over 44 stations and on the Internet beginning in January 1996. Total circulation of *PTV Families* will exceed 5 million. CU

Welcome New Partners!

The Family Involvement Partnership for Learning welcomes its newest members:

- *Children's Defense Fund*
- *The Chicago Academy of Sciences*
- *Consortium for Educational Equity, Rutgers University, New Jersey*
- *Holy Family Catholic School, Lafayette, Louisiana*

National Education Organizations Support Family Involvement in Children's Learning

Among the key supporters of the Family Involvement Partnership for Learning have been the national organizations that represent the stakeholders in our schools: superintendents, principals, teachers, students, parents, school boards and others that work diligently to support children's learning. In their programs, activities, and publications, these organizations have worked hard to emphasize the central role that families play in helping children learn to their full potential. We invited our education partners to tell us about some of the family involvement resources they offer. Unless otherwise indicated, information about costs for materials or shipping can be obtained directly from each organization.

National Association of Elementary School Principals

- *The Apple of Your Eye: Helping Your Grandchildren Succeed in School* (A 15-minute videotape and 16-page brochure) Tips and ideas for grandparents to enhance children's learning.
- *The Little Things That Make a Big Difference: How to Help Your Child Succeed in School* (16-minute videotape and 18-page brochure) The video features interviews with children who discuss what their parents are doing to help them in school.
- *Little Beginnings: How to Start Your Child on a Lifetime of Learning* (For new parents. Videotape and brochure) Activities and sound advice for parents on raising confident children who will be ready for school.
- *Now We're Talking: Keeping in Touch with Your Child's School* (18-page brochure) Tips for how to get involved in your child's school.

Call NAESP at 1-800-386-2377 and ask for a free catalogue of educational products.

National Association of Secondary School Principals

- *Publications with articles on family involvement in children's learning:*

  The High School Magazine, March, 1995.

  Schools in the Middle, November, 1994.

  NASSP Bulletin, April, 1992.

Call NASSP Publications Sales, 703-860-0200. CU

Teachers Know Best Their Career Growth Needs, Town Meeting Audience Learns

Participants in November's Satellite Town Meeting agreed that just as we expect doctors, lawyers, and other professionals to spend time each year upgrading their skills, we must have similar high expectations of the people to whom we entrust our children's learning. The active involvement of teachers in determining their career growth needs was identified as a key ingredient for success in professional development programs.

The Town Meeting opened with a message that U.S. Secretary of Education Richard Riley delivered to the 1995 GOALS 2000 Teacher Forum in Washington, D.C., which also focused on professional development. (See story p.1) Secretary Riley recognized the critical role that teachers play in school reform and encouraged teachers to exercise leadership towards that goal.

Deputy Secretary Kunin interviewed guest panelists in their home states of Alabama and Kentucky via satellite. Award-winning teachers were joined by community partners that support their professional development initiatives.

Panelists offered practical advice for how to plan successful professional development. "Many times the very best professional development is taking the time for real sharing of our experiences. Sitting down as a group with an experienced facilitator, we learn from each other," said Pat Murray, who works with the Regional Service Center at the Kentucky Department of Education. "Teachers are beginning to appreciate the skills that their colleagues have."

Earl Hughes, the 1994 Kentucky Teacher of the Year from Union, Kentucky, suggested the kinds of activities that work well in professional development sessions. As a Kentucky Distinguished Educator, he travels the state conducting staff development programs designed to promote excellence in teaching and learning. "We do a lot with small group collaborative settings and roundtable discussions — what I call 'teacher networking' as opposed to professional development," Hughes said. "Teachers are talking to teachers and sharing the kinds of strategies that they're using in their classrooms."

Keeping professional development focused on classroom needs is a successful strategy, according to panelists. "The closer we can bring professional development to the classroom, the more effective it will be," said Lindell Dillard, the Director of Professional Development for the Mobile County Public Schools in Alabama.

Another point of consensus in the Town Meeting was that parents, business leaders, and the broader community play important roles in supporting teachers' professional development. "In Alabama we're having to take a grass-roots approach to professional development," said Anne Jolly, the 1994 Alabama Teacher of the Year from Mobile, who also serves as executive director of the Alabama State Teacher Forum. "Teachers are taking the initiative for professional development and then finding support from businesses and community-based organizations. It's a new hope for places where you're a little short on funds."

Cathy Gassenheimer, a parent from Montgomery, Alabama, supports Anne Jolly's efforts in professional development through her work as Managing Director of the A+ Research Foundation. "When you have a practicing classroom teacher that's thinking about what teachers need in terms of professional development, I think you can better meet the needs of teachers and design an engaging course of study in which teachers will want to participate," Gassenheimer said.

Deputy Secretary Kunin noted that when businesses undergo major change, they commit substantial resources to training, a tendency that until now has not been shared by school districts. The hope expressed in the November Town Meeting is that school districts will invest in professional development as a way of ensuring the success of overall school reform. CU

Teachers are beginning to appreciate the skills that their colleagues have.

Resources Support Educators' Leadership in School Reform

A Teacher's Guide to the U.S. Department of Education.

The newly updated forth edition of this guide provides information about Department programs and resources that can help schools and communities achieve their education goals. A companion booklet, *An Administrator's Guide to the U.S. Department of Education*, follows the same format. Both guides contain a new section on federal resources that support bringing technology into the schools.

Teacher Information Packet.

- *Building Bridges* defines the mission and principles of high-quality professional development, which plays an essential role in education reform.
- *Breaking the Tyranny of Time* focuses on time as the most critical resource for the success of school reform.
- *Honor What We Know, Listen to What We Say* covers teachers' role in contributing to education policy and working with the broader community.

To order the above publications, call 1-800-USA-LEARN. CU

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202--0498

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF
EDUCATION
Permit NO. G-17

Issue No. 31

175134
Ms. June Smith
Aquisitions Secretary
Eric/Ir
030 Huntington Hall
Syracuse University, NY 13244

Budget Debate Will Impact Education Funding for the Next 7 Years

Editor's Note: As President Clinton and Congress work toward a plan to balance the federal budget, the guidelines agreed upon could set the limits on funding available to your schools for the next 7 years. The chart compares the funding priorities for key federal education programs in the budgets proposed by the President, the U.S. House of Representatives, and the U.S. Senate Appropriations Committee for the 1996-97 school year — the first year of the 7-year budget plan. Please watch this space for further updates.

Investing in America's Students and the Future:

Major Education Programs

1996-1997 Federal Education Budget in Thousands of Dollars

	President Clinton's Request	House	Senate Committee
Raise Standards of Achievement: GOALS 2000 [illegible]	$ 750,000	$ — 0 —	$ 310,000
Improve Basic Skills: Title I Grants	7,000,000	5,555,000	6,019,398
Safe and Drug-Free Schools	500,000	200,000	200,000
Bring Computers Into Classrooms: Education Technology Programs	122,250	25,000	57,475
Help Youth Move from School to Careers[1]	200,000	95,000	122,500
Javits Gifted and Talented Education	9,521	3,000	3,000
Assist Disabled Children: IDEA State Grants	2,772,460	2,684,246	2,684,246
Help Students Go To College: Pell Grants	6,601,503	5,697,000	5,400,000[2]
Locally Tailored School Settings: Charter Schools	20,000	6,000	10,000

1. An identical amount is included in the budget for the Department of Labor.
2. This amount reflects only new appropriations. The Senate bill would also allow use of $680 million in surplus Pell Grant funds from previous award years. $400 million more than under the House bill. Because the Senate would not increase the minimum Pell Grant — as the House would — 266,000 more students would receive awards under the Senate bill.

Community Update is published by the Office of Intergovernmental and Interagency Affairs

Assistant Secretary
MARIO MORENO
Senior Director
JOHN McGRATH
Editor
JOY BELIN
Designer
BARBARA JULIUS

BEST COPY AVAILABLE

Community Update

No. 32, Jan/Feb 1996
U.S. Department of Education

Leading Employers Team Up To Promote Family Involvement in Education

Leading employers joined U.S. Secretary of Education Richard Riley for a press conference last December to launch a national effort to encourage businesses to get involved in children's learning. At Marriott International headquarters in Bethesda, Md., the leaders announced "The Employer's Promise for Learning," a pledge that commits companies to family-friendly practices and partnerships that support the family's central role in children's learning. The Employer's Promise was developed by a committee of employers to be used as a recruiting tool; each participating business that signs on to the pledge finds its own way to achieve the goal of promoting family involvement in education.

U.S. Secretary of Education Richard Riley was joined by leading employers to launch a national effort to encourage businesses to get involved in children's learning.

"In this effort, good citizenship and good business sense converge," Secretary Riley said. "These business leaders understand that being family-friendly is not just the right thing to do but the smart thing to do. It is one of the best investments an employer can make in the future."

Employers who participated in the event included Cliff Erlich, Senior Vice President of Human Resources for Marriott International; Charles Lee, Chairman and CEO of GTE Corporation; Allan Huston, President and CEO of Pizza Hut Corporation; the Honorable Togo D. West, Jr., Secretary of the Army; Terry Ehrich, CEO of Hemmings Motor News; Daniel Spalding, President of School Specialty; and John Lewis, President of Paragon Furniture. Senior management representatives from John Hancock Financial Services, Hewlett-Packard, American College Testing, and United Airlines were also in attendance.

Special Insert on Family Involvement *(See inside)*

Terry Ehrich elaborated on the theme of why family-friendly policies make good business sense: "Once we've invested the time and money in finding, hiring and training good people, we want them to stay on the job. The accountable costs and the hidden costs of staff turnover can be very high. Family-friendly policies and benefits give us an important advantage in recruiting and training one of the finest workforces in our area."

Charles Lee emphasized why businesses have an interest in making sure their employees are well-educated: "In the evolution of our competitive marketplace, the distinguishing factor is going to be our workers. As the world continues to evolve, there will clearly be a requirement for more learning, more education, more skills, and more training."

The spirit of active involvement in education was summed up by Cliff Erlich of Marriott International: "The future is not something you walk into; it's something you create."

Other companies that have signed on to the Employer's Promise include Southern California Edison, Motorola, Walt Disney World Co., and Turner Educational Services. For more information about the Employer's Promise for Learning and other ways the Education Department helps families get involved in children's learning, call 1-800-USA-LEARN. CU

◆ ◆ ◆ ◆ ◆

Due to the three-week government shutdown, the January issue of **Community Update** ***has been combined with February's in this single edition. The January Satellite Town Meeting was also canceled. The regular schedule for*** **Community Update** ***and the Satellite Town Meetings resumes this month.***

February Meeting Looks at the Role of Community Colleges and Local Chambers in School Reform

The February Satellite Town Meeting will discuss how school improvement coalitions across the country are drawing from the resources and expertise of community colleges and chambers of commerce to build successful partnerships in education reform.

Entitled "Community Colleges, Businesses, and Local Chambers: Key Partners in School Improvement," the hour-long Town Meeting will air on Tuesday, February 20 at 8:30 p.m. Eastern Time. The program is closed-captioned and is simulcast in Spanish.

U.S. Secretary of Education Richard Riley and Deputy Secretary Madeleine Kunin will host a conversation with a panel of guests who will describe how community colleges and chambers are helping to link schools with the worlds of business and higher education, as well as the larger community. Featured will be examples of how school districts are partnering with community colleges and chambers on such issues as school-to-work transition, preparation for postsecondary education, and family involvement in learning.

The Department of Education produces the Satellite Town Meeting series in partnership with the National Alliance of Business and the Center for Workforce Preparation with support from the Bayer Foundation, The Procter and Gamble Fund, and SC Johnson Wax.

Satellite coordinates are as follows ....

C-Band: Galaxy 4, Orbital Location 99 degrees West; Transponder 5; Horizontal Polarity; Channel 5; Downlink Frequency 3800 MHz; Audio Subcarriers 6.2 MHz (Spanish) and 6.8 MHz (English).

Ku-Band: SBS-5, Orbital Location 123 degrees West; Transponder 10; Horizontal Polarity; Channel 10; Downlink Frequency 12166 MHz; Audio Subcarriers 6.2 MHz (Spanish) and 6.8 MHz (English).

To participate in the Satellite Town Meeting, contact your local Public Broadcasting System (PBS) member station, chamber of commerce, or Johnson Controls branch office and ask if your group can use the facility as a downlink site. Other possible sites are local schools, public libraries, community colleges, cable television stations, universities and technical schools, government offices, hospitals, businesses, hotels, or even private residences with satellite dishes. Call 1-800-USA-LEARN for further information or to register your participation. CU

Secretary Riley Will Address the State of American Education

U.S. Secretary of Education Richard Riley will deliver his third annual "State of American Education" address on Wednesday, February 28, at noon Central Time. The event will take place at Maplewood-Richmond Heights Senior High School in Maplewood, Mo., but the Secretary's speech will also be broadcast live via satellite. Events are being coordinated to coincide with the State of American Education address at downlink sites in 20 cities across the United States: Providence, R.I.; Springfield, Mass.; Hartford, Conn.; Albany, N.Y.; Trenton, N.J.; Philadelphia, Pa.; Annapolis, Md.; Centersville, Ga.; Jacksonville, Fla.; Baton Rouge, La.; Des Moines, Iowa; Detroit, Mich.; Madison, Wis.; Minneapolis, Minn.; Dayton, Ohio; Pueblo, Colo.; Carson City, Nev.; Spokane, Wash.; Portland, Ore.; and Sacramento, Calif. To obtain satellite coordinates for the speech or more information about attending a local event in your area, call 1-800-USA-LEARN. CU

Resource Offers "50 Simple Things" to Improve Education

The positive spirit of school improvement is captured in *Moving America to the Head of the Class: 50 Simple Things You Can Do*. Serving as a motivating tool for parents, employers, school officials, and other concerned citizens, the resource suggests specific actions that will help students reach educational excellence. The booklet also features an attractive and easy-to-read layout with color photographs.

50 Simple Things You Can Do was published as part of the "Keep the Promise" campaign, supported by the U.S. Department of Education, the Business Roundtable, the National Governors' Association, the American Federation of Teachers, and the National Alliance of Business. The "Keep the Promise" message encourages all Americans to get involved in improving education. The message is delivered as public service advertising via television, radio, and the print media.

To obtain a copy of *Moving America to the Head of the Class: 50 Simple Things You Can Do*, call 1-800-96-PROMISE. CU

Family Involvement Partnership for Learning

(from left to right) Eileen Sweeney from United Airlines; Terry Ehrich, CEO of Hemmings Motor News; and Daniel Spalding, President of School Specialty, were among the employer representatives who signed the Employer's Promise at the kickoff event on December 11.

Employers Pledge To Support Family Involvement

Editor's Note: The following employers are among the many who have signed on to the Employer's Promise, a voluntary pledge which commits businesses and organizations to family-friendly policies and partnerships that support the family's central role in children's learning. The list of participating employers continues to grow. For a copy of the Employer's Promise or more information on how to sign on, call 1-800-USA-LEARN.

American College Testing
Arnel Management
Aspen Systems Corporation
Diamond Sign Company
GTE
Gardner's Supply Company
Hemmings Motor News
Hewlett-Packard
Home Box Office
Hospital of Saint Raphael
John Hancock
Johnson & Johnson
MacLean Fogg Company
Marketing Partners, Inc.
Marriott International
Merritt & Merritt
National Center for Health Education
P-K Tool & Mfg., Inc.
Paragon Furniture, Inc.
Pizza Hut
Ridgeview, Inc.
School Specialty
Spruce Mountain Design
TBSC Learning Systems, Inc.
Tom's of Maine
Turner Educational Services
United Airlines
United Service, Automobile Association (U.S.A.A.)
U.S. Army
Walt Disney World Co.
Wells Fargo & Co.

Believe in the Potential of Disadvantaged Students, Town Meeting Participants Urge

The December Town Meeting was held as part of the U.S. Department of Education's second annual Improving America's Schools Conference in Washington, D.C. Nearly 3,000 participants from communities across the country gathered to discuss their progress in securing educational excellence and equity for all students.

Strategies to help disadvantaged students excel in learning were explored during the discussion. The program underscored that even schools with a high proportion of disadvantaged students can succeed with a commitment to help all children learn and proper support from families and the community.

Town Meeting panelists were part of the Signal Hill school community in Long Beach, California, a success story in school-wide change. Signal Hill Elementary School is one of more than 4,500 schools across the country that have initiated school-wide projects, taking advantage of a recent change in federal law to combine their federal, state, and local resources to assist their disadvantaged student populations. In this way funds can be used to achieve school-wide change rather than making piecemeal efforts to support individual students.

Chris Steinhauser, the former principal at Signal Hill who is now District Director of Special Projects, summed up the philosophy that transformed a struggling inner-city school into a thriving center of learning. "We decided that in order for us to achieve what we wanted, which was the best for our children, we were going to have to radically change the entire school program. We couldn't do it one piece at a time."

Signal Hill is now a magnet school in math and science that attracts students from across the Long Beach school district. Current principal Nancy Nakagawa shared how flexibility in using resources helps the school achieve its goals. Until recently each teacher in grades 1 through 5 had the assistance of a paid specialist. Signal Hill staff met and decided that concentrating more resources in the early grades would make a greater impact on student achievement. A number of teachers sacrificed their time with a specialist so that funds could be targeted toward helping children in kindergarten, first and second grades, preparing students for success in later years.

Panelist Bobbi Lucas exemplified the dedicated teaching staff at Signal Hill. She shared how the core belief that all students can learn has been the foundation of Signal Hill's reform effort. "We didn't want to focus on a child's deficits. We decided to focus on a student's strengths. We adopted the philosophy that if a child is failing, you examine your own teaching."

Involving parents and the broader community has also contributed to Signal Hill's success. Parent Dina Andrews noted the differences she has observed before and after Signal Hill embarked on comprehensive reform. She described the welcoming atmosphere for parents on Back-to-School night and the effort the school makes to provide simultaneous translation at meetings for parents whose primary language is not English. She also related how teachers have taken the time to explain what she can do at home to support her child's learning in the classroom. Program Facilitator Claudia Kreis described how parents were actively involved in drafting the school's plan for reform.

Business partner Joan Anderson of Price Costco told how Signal Hill's clear mission attracted her company to get involved in the reform program. "It was very exciting for us to be approached by a school that had a vision and had a concrete set of goals to accomplish with their students." Price Costco's efforts to support Signal Hill have included donating 900 backpacks filled with school supplies and providing homework kits as incentives for parents to attend school meetings.

Deputy Secretary Madeleine Kunin noted that Signal Hill's experience poses a challenge to other communities across the country in how to take success beyond the model program. "We have to make success not extraordinary, but ordinary," she said.

Arts in Education Update

During March, schools across the country will be participating in "Arts in Education Month" with a variety of activities: The Music Educators National Conference will be sponsoring "Music in Our Schools Month," which always includes the fun sing-along "World's Largest Concert." Call 1-800-336-3768 for information. To celebrate the visual arts, a booklet of ideas for "Youth Art Month" is available by writing to Laurie Doyle, Council for Art Education, Inc., 100 Boylston St., Suite 1050, Boston, Mass., 02116. (Or call 617-426-6400). Information about "Theatre in Our Schools Month" is available c/o the American Association of Theatre Educators (AATE), Department of Theatre, Arizona State University, Box 873411, Tempe, Ariz., 85287-3411. The phone number is (602) 965-6064, and the fax is (602) 965-5351. National Dance Week is celebrated April 28-May 4. For more information, call Marianne Prinkey at 1-800-244-2244.

Employers Share Family-Friendly Practices

Editor's Note: In December business leaders from across the country joined U.S. Secretary of Education Richard Riley in kicking off a national campaign for family-friendly policies in the workplace. (See story p. 1) Participating employers shared some of their own successful programs and practices that encourage family involvement in education. Here's a sample:

- **Marriott's** Parent Resource Center and parenting information series provides employees with expert information on parenting, child care and work/family issues;
- **GTE Corporation's** "College Planning Seminar for Employees and their Families" is a day-long interactive seminar transmitted via satellite that links college admissions and financial planning experts with GTE employee families to help them plan for their children's college education;
- **Pizza Hut's** "Kids Hall of Fame" program rewards children ages 8-14, who make a difference in their family and community with post-secondary scholarships;
- the **U.S. Army's** partnership between Fort Hood's First Cavalry Division and the Killeen, Texas Independent School District incorporates parent/teacher conferences as part of military duty for all soldiers with children;
- **Hemming's Motor News'** "Education Participation Days," allow all employees — not just parents — two days off with pay to attend classes with children in local schools;
- **School Specialty's** matching funds program matches up to $1,000 donated by an employee to any public or private K-12 school;
- **John Hancock** sponsors educational activities for children during school vacations and holidays;
- **Hewlett-Packard**'s flexible work hours allow employees to stagger their start time to accommodate their children's schedules and volunteer at the corporation's on-site elementary school;
- **American College Testing's** "Realize the Dream" program provides a workshop and resources to involve parents in their teenagers' educational and career planning; and
- **Paragon Furniture's** incentive program rewards students who achieve high grades, or improve their grades, for each report card period.

National Engineers Week Helps Families Learn Together

During National Engineers Week, from February 18-24, more than 35,000 engineers from across the country will volunteer their time to present hands-on learning activities for children and families. They will demonstrate real-world applications of math, science and engineering, giving families opportunities to participate and have fun. Some programs at local schools, science centers, and public libraries will continue through March. Founded in 1951 by the National Society of Professional Engineers (NSPE), National Engineers Week is supported by businesses, colleges, and government organizations. To learn about programs in your area or to request a volunteer, contact local engineering colleges and businesses or National Engineers Week Headquarters at 1420 King Street, Alexandria, Va., 22314. The e-mail address is *eweek@nspe.org*. For further information, consult NSPE's home page at *http://www.sme.org* and select "Engineers Week."

The National Education Goals in Brief

By the year 2000:

All Children Ready to Learn

90 percent Graduation Rate

All Children Competent in Core Subjects

First in the World in Math and Science

Every Adult Literate and Able to Compete in the Work Force

Safe, Disciplined, Drug-Free Schools

Professional Development for Educators

Increased Parental Involvement in Learning

Welcome New Partners!

The national Family Involvement Partnership for Learning welcomes its newest members:

- *Quiniton Township School, New Jersey*
- *Harriet Tubman—Susan B. Anthony Self-Help Center, Illinois*
- *Dr. Helen Baldwin Middle School ,Connecticut*

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202–0498

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF
EDUCATION
Permit NO. G-17
FIRST CLASS

Issue No. 32

175134
Ms. June Smith
Aquisitions Secretary
Eric/Ir
030 Huntington Hall
Syracuse University, NY 13244

Differences in Congress Put Key Areas of Education in Jeopardy

As negotiations take place over balancing the federal budget within 7 years, President Clinton seeks to protect the nation's investment in education in key areas. These areas are financed with significant federal funding: student financial aid for college, start-up money for schools to raise academic standards, programs to strengthen teaching the basics, career preparation, bringing computers into classrooms, and safe and drug-free schools.

Without a budget agreement, substantial education funding is in jeopardy if the Congress continues its present course of action. President Clinton has appealed to the leadership in Congress to continue to fund the education and other government functions while negotiations to balance the federal budget are under way.

As this edition went to press, the Congressional leadership has agreed to fund education programs only through March 15, 1996, through a continuing resolution. If the Congressional leadership were to extend the current continuing resolution funding levels for the remainder of the year, the largest cut in education funding in the nation's history would occur, amounting to $3.1 billion.

The following comparison of a sample of education programs notes the differences between the President's balanced budget plan, the current continuing resolution and the House-passed bill:

- **Better Basics and Higher Standards**

  The President's budget invests in tutoring more children in reading and math by providing a modest increase for Title I. Congress would eliminate 1 million children from Title I by cutting over $1 billion in both the continuing resolution and the House-passed bill.

  The President's budget also expands assistance to local communities to raise students' standards of achievement and discipline. Congress would severely limit or terminate this help by eliminating funds for Goals 2000 in the House-passed bill and cutting 25 percent from last year's level in the current continuing resolution. Over 17,000 schools and up to 9 million children could lose school excellence grants.

- **Improved Discipline and Safe and Drug-Free Schools**

  The President's budget invests in schools that are attacking violence and drugs through the Safe and Drug-Free Schools program, the source of all funding for this purpose for many schools. Congress would cut these funds by 25 percent in the continuing resolution and 60 percent in the House-passed bill, potentially curtailing services for 39 million students in 97 percent of the school districts.

- **Getting Computers into Classrooms**

  The President's budget invests in getting the best computer technology into American schools to strengthen teaching of both the core academics and computer skills. Congress would cut these funds from the President's requested level by $64 million under the current continuing resolution and $58 million under the House-passed bill.

- **Giving Students Work-Study Experience**

  The President's requested budget to help students make the transition from school to the workplace would be cut in half in the continuing resolution and the House-passed bill. CU

Community Update *is published by the Office of Intergovernmental and Interagency Affairs.*

Assistant Secretary
MARIO MORENO
Senior Director
JOHN McGRATH
Editor
JOY BELIN
Designer
BARBARA JULIUS

Community Update

No. 33, March 1996
U.S. Department of Education

Secretary Riley Defines Education Challenges, Urges Americans to Come Together

Editor's note: U.S. Secretary of Education Richard Riley delivered his third annual State of American Education Address on February 28 at Maplewood-Richmond Heights High School in Maplewood, Missouri. The following are excerpts from his remarks:

American education must reach for a new level of excellence, for the most basic of reasons: our very prosperity as a nation — and the economic security of each and every American family — depends on it.

U.S. Secretary of Education Richard Riley (left) is joined by Jerry Eliot (right), superintendent of the Maplewood-Richmond Heights school district in Missouri, where the Secretary delivered his speech on February 28.

Today, in many ways, we face the same challenges that confronted the pioneers who left Saint Louis and headed West across the frontier. For we are crossing our own frontier defined by new knowledge, a new economic landscape, new ways of communicating. We need to remember that the pioneers who crossed the Mississippi set out as a community, bound together with a common goal. They came together for the common good. And that is a lesson we must heed as well in 1996.

For there is a growing debate in America about how we educate our children. On one side are those who believe we can prepare for the future by cutting education today, who see little value in public education. On the other side of this debate are those who are willing to roll up their sleeves and invest in our children, who see the rebuilding and the expansion of public education as the very cornerstone of our nation's economic and democratic future.

Special Insert on Family Involvement (See Inside)

President Clinton challenged us in his recent State of the Union address to move America forward. One of the centerpieces of his challenge was improving and investing in education. And our challenges are many.

Our very first challenge is to get America reading again. Our national math and science scores are up because we have invested more than ten years of hard work in that effort. This is a great success story for American education, and it tells me that we know how to get results.

In our new complex economic environment, 89 percent of the jobs that are now being created require much higher levels of literacy and math. To my way of thinking, improving America's literacy rate is just as important to this nation's future economic growth as balancing the budget.

I urge every family to follow the first rule of education and read to their children. If all parents in America made it their patriotic duty to find an extra thirty minutes every day to help their children learn more, it would revolutionize American education.

Our second challenge is to give parents the power to help their children learn. Strong families make strong schools. When parents get involved in their children's education, good things start to happen.

I urge parents to have a fierce commitment to the education of their children. Volunteer in school and stay connected to your children. Slow down your lives. Talk to your children. Teach them the difference between right and wrong.

Our third great challenge is to keep our schools safe, orderly and disciplined. That is a basic rule. No teacher should ever fear to walk into a classroom. And no child should ever stay home from school because he or she is afraid.

For four years in a row, drug use has gone up among 8th graders. This is a nationwide trend. Parents need to help their children develop some

continued on pg. 6

March Town Meeting Will Look At Charter Schools

The March Satellite Town Meeting will discuss the growing interest across the country to create new kinds of public schools that offer flexibility in design and curriculum, respond to the needs of students and families, and challenge students to high academic standards.

Entitled "Charter Schools," the program will explore these innovative public schools under contract, or charter, with a public agency to groups of parents, teachers, or others who want to create more alternatives and choices within the public school system. The hour-long Town Meeting will air on Tuesday, March 19 at 8:30 p.m. Eastern Time. The program is closed-captioned and is simulcast in Spanish.

U.S. Secretary of Education Richard Riley and Deputy Secretary Madeleine Kunin will host a conversation with a panel of community leaders and educators from around the nation who have helped develop new schools with creative approaches to teaching, learning, and decision making. Discussion topics will include how charter schools are created, how charter schools are held accountable for reaching their goals, and how states and communities are adopting new laws to promote charter schools.

The Department of Education produces the Satellite Town Meeting series in partnership with the National Alliance of Business and the Center for Workforce Preparation with support from the Bayer Foundation, The Procter and Gamble Fund, Microsoft, Inc., and SC Johnson Wax.

Satellite coordinates are as follows ....

C-Band Telstar 402, Orbital Location 89 degrees West; Transponder 13; Vertical Polarity; Channel 13; Downlink Frequency 3960 MHz; Audio Subcarriers 6.2 MHz (Spanish) and 6.8 MHz (English).

Ku-Band SBS-6, Orbital Location 74 degrees West; Transponder 17; Horizontal Polarity; Channel 17; Downlink Frequency 12120.0 MHz; Audio Subcarriers 6.2 MHz (Spanish) and 6.8 MHz (English).

To participate in the Satellite Town Meeting, contact your local Public Broadcasting System (PBS) member station, Chamber of Commerce, or Johnson Controls branch office and ask if your group can use the facility as a downlink site. Other possible sites are local schools, public libraries, community colleges, cable television stations, universities and technical schools, government offices, hospitals, businesses, hotels, or even private residences with satellite dishes. Call 1-800-USA-LEARN for further information or to register your participation. CU

READ*WRITE*NOW! Summer Program Begins in April

The second annual READ*WRITE*NOW! national summer reading program will kick off on April 15. The program encourages students to read daily, set goals for completing books, and practice skills with an adult. Reading and writing activities, incentives to reward success, and resources to support reading tutors are provided. For more information about participating in READ*WRITE*NOW!, call 1-800-USA-LEARN. CU

Resources Support Service-Learning Programs

Editor's note: The following publications and services can help you create an effective service-learning program that reinforces student leadership, decision making, and responsibility.

- **Standards of Quality for School-Based and Community-Based Service Learning**. This booklet describes the opportunities for schools and community agencies to work together toward common goals in service learning. To request a free copy, write to: Donna Power, Alliance for Service Learning in Education Reform, Close Up Foundation, 44 Canal Center Plaza, Alexandria, Va., 22314.
- **Active Citizenship Today Handbook** (for high school teachers) and **Active Citizenship Today Field Guide** (for students). The teacher's handbook outlines a curriculum for a school-based service-learning program and includes lesson plans. The field guide for students involves students in selecting the concern they are most interested in addressing in their communities, researching the problem, and developing a plan of action to solve the problem. To purchase these materials, contact: The Close Up Foundation (address above).
- **The Constitutional Rights Foundation.** Materials are available at a low cost to help you get a service-learning program started. Contact: The Constitutional Rights Foundation, 601 South Kingsley Drive, Los Angeles, Calif., 90005.
- **The National Service-Learning Clearinghouse.** This valuable resource center offers technical assistance to support service-learning programs. Contact: The National Service-Learning Clearinghouse, The Vocational and Technical Education Building, 1954 Buford Ave., R-290, St. Paul, Minn., 55108. The toll-free line is 1-800-808-SERV. CU

Family Involvement Partnership for Learning

Resource Answers Questions on Religion in Public Schools

A Parent's Guide to Religion in the Public Schools has been issued by the National Congress of Parents and Teachers and the Freedom Forum First Amendment Center at Vanderbilt University. This guide presents questions and answers "to help parents understand the religious liberty rights of students and the appropriate role for religion in the public school curriculum." To request a copy, write The Freedom Forum First Amendment Center, 1207 18th Avenue, South, Nashville, Tenn., 37212. Or E-mail: ***http://www.fac.org*** You must include your mailing address. CU

Principals Answer Your Questions on Toll-Free Hotline

For the seventh consecutive year, the National Association of Elementary School Principals (NAESP) will operate a toll-free hotline service to support family involvement in schools. The hotline will operate during NAESP's 75th annual convention, from 2 p.m. Eastern time on Sunday, March 24 through 2 p.m. Eastern time Tuesday, March 26. Parents, teachers, students, and other interested individuals can call **1-800-944-1601** to discuss issues such as school discipline policies, testing, parent-child communication, and more. CU

National Conference Will Explore Time Crunch Facing Families

The Family Involvement Partnership for Learning is cosponsoring a national conference with Teachers College at Columbia University, *Working Mother* magazine, and the U.S. Department of Education that will discuss how to encourage family involvement in learning and how to support families as they face challenges such as a lack of time to get involved in their children's education. Entitled "A New Understanding of Parent Involvement: Family-Work-School," the conference will be held April 12-13 at Teachers College in New York City.

U.S. Deputy Secretary of Education Madeleine Kunin and Arthur Levine, President of Teachers College, will participate in the conference along with teachers, parents, researchers, students, employers, early childhood specialists, and community and religious leaders. Discussions will focus on sharing best practices for promoting family involvement, and 15 schools, community organizations, and parent groups will receive awards for their innovative partnerships that support parent involvement in children's learning.

To request a registration form, contact the Office of Continuing Professional Education, Teachers College, Columbia University. The phone number is (212) 678-3987, and the fax is (212) 678-4048. CU

Welcome, New Partners!

The national Family Involvement Partnership for Learning has over 250 members and continues to grow. We welcome our newest partners:

- *The Goals 2000 Parent Centers (see listing p.4)*
- *Parent Resource Publishing, Inc.*
- *Practical Parenting Partnerships*
- *Title I Parent Counseling and Resource Center*

Parent Resource Centers Are Open in 28 States

Families in 28 states from Maine to California will have the opportunity to seek support from parent information and resource centers that have opened after receiving grants as part of the Goals 2000: Educate America Act. These parent centers respond to local conditions with their own priorities and activities, but they share a common objective to help families get involved in their children's learning. A list of the centers is provided below with a contact name to find out the specific services offered, including parent-to-parent training activities, hotlines, mobile training teams, resource and lending libraries, support groups, and referral networks.

Each center serves the entire state in which it is located or a region of that state, and includes both urban and rural areas. While information and assistance may be provided to any parent, the centers are required to target areas with high concentrations of low-income, minority, and limited-English-proficient parents.

CONTACT	PROGRAM/ADDRESS	CITY/STATE	PHONE
Ernie Salgado	Native American Parental Asistance Program P.O. Box 366	San Jacinto, CA 92383	909-654-2781
Donna Garnett	Colorado Parent Information & Resource Ctr 1445 Market St. Suite 220	Denver, CO 80202	303-820-5631
Audrey Epperson	Greater Washington Urban League 3501 14th St, NW	Wash, DC 20010	202-265-8200
Mary Lindsey	Florida Center for Parental Involvement 7406 Dixon Ave.	Tampa, FL 33604	813-229-3179
Jo Granberry	Parental Training Resource Assistance Ctr P.O. Box 1726	Albany, GA 31702- 1726	912-888-0999
Helenann Lauber	Parents & Children Together 1475 Linapuni Street, Rm 117-A	Honolulu, HI 96819	808-841-6177
Ronn Mirr	Iowa Parent Resource Ctr 1025 Penkridge Dr.	Iowa City, IA 52246	319-354-5606
Judy L. Planck	Parental Assistance Program 203 High St.	Flemingsburg, KY 41041	606-845-0081
Christine Snook	Family Resource Project P.O. Box 2067	Augusta, ME 04338-2067	207-582-2504
Carol Walsh	Parenting Resource & Support Partnership 332 W. Edmonston Dr.	Rockville, MD 20852	301-294-4959
Palmer Swanson	Mass. Parent Training & Empowerment Project MIT Building 20, Room 129	Cambridge, MA 02139	617-253-7093
Deanna DePree	Families United for Success 272 East 8th Street, Suite B	Holland, MI 49423	616-396-7566
Sharmin Davis Jamison	Families & Schools Together (FAST) Forward 4826 Chicago Ave., South	Minneapolis, MN 55417	612-827-2966
Diana S. Schmidt	Missouri Partnership for Parenting Assistance 300 S. Broadway	St. Louis, MO 63102	314-421-1970
Leisa Whittum	Center for Healthy Families 3196 S. Maryland Parkway #307	Las Vegas, NV 89109	702-731-8373
Deborah Bennis	Building Family Strengths P.O. Box 1422	Concord, NH 03302-1422	603-224-7005
Joanne Oppelt	Prevent Child Abuse - New Jersey 35 Halsey Street, Suite 300	Newark, NJ 07102-3031	201-643-3710
Patricia Edwards	CONNECTIONS P.O. Box 545	Geneseo, NY 14454	716-245-5681
Claudia Ollivierre	Parents in Partnership Project P.O. Box 16	Davidson, NC 28036	704-892-1321
Elizabeth Yaryan	Ohio Parent Information Ctr. 4837 Ward St.	Cincinnati, OH 45227	513-272-0273
Pat Lowther	Parents As Partners in Education 4801 N. Classen, Suite 200	Oklahoma City, OK 73118	405-840-1359
Barbara Mooney	S.W. Penn. Parental Assistance Center Project 22 West High St.	Waynesburg, PA 15370	412-852-2893
Mary Baumeister	Black Hills Parent Resource Network P.O. Box 218	Sturgis, SD 57785	605-347-4467
Marilyn Tucker	Parents First 421 Great Circle Road, Suite 104	Nashville, TN 37228	615-255-4982
Mary Ellen Nudd	Family Focus Project 8401 Shoal Creek Blvd.	Austin, TX 78757	512-454-3706
Sue Harding	Vermont Family Resource Project P.O. Box 646	Middlebury, VT 05753	802-388-3171
Marilyn Littlejohn	Children's Home Society of Washington 201 South 34th St.	Seattle, WA 98408	206-472-3355
Susan R. Werley	Parents Plus P.O. Box 452	Menasha, WI 54952-0452	414-729-1787

Working Together, Communities Can Prepare Students for 21st Century, Town Meeting Audience Learns

When schools, businesses, and higher education work together, each community can maximize educational opportunities for its citizens and best achieve its vision for prosperity. The February Satellite Town Meeting brought together a panel of local leaders from across the country who described their successful partnerships between schools, community colleges, businesses, and chambers of commerce.

The important role that community colleges play in helping citizens of all ages reach their learning goals was emphasized. Gene McDonald, a trustee of Westmoreland County Community College in Latrobe, Pennsylvania, shared how students at his college can begin with the building block of a GED if they have missed a basic high school education. "Accessibility is the key to community colleges. If we fail to admit one person who wants to come, we have failed our mission."

Panelists agreed that community colleges respond to the specific needs of the areas they serve, in general education and business training. "Almost anything the community wants, it can find at the community college," said Vernon Crawley, President of Moraine Valley Community College in Palos Hills, Illinois.

Education Secretary Richard Riley noted that community colleges help Americans realize their dreams for their children's education, citing a poll that over 98 percent of Americans hope their children will go on to college. Cha Guzman, Vice President of the Cypress Creek campus of Austin Community College in Texas, gave an example of how community colleges can help high school students make the transition into higher education. Local high school students in her district can be co-enrolled in her community college to take classes of interest.

The special relationship between the education and business sectors of the community to prepare students for careers and train the future workforce was another theme of the program. Yvonne Katz, superintendent of the Beaverton school district in Oregon, described her community's broad collaboration to prepare students for careers. "In Portland we partnered with our local businesses, our major corporations, with our Beaverton area Chamber of Commerce, and with all the school districts of Washington County. We came together to discuss, What are those needs of the next century and how do we plan together?"

Richard White, Executive Vice President of Bayer Corporation in Pittsburgh, Pennsylvania, discussed how business can be helpful in communicating to schools the specific skills that employees will need on the job. "We work very closely with the local education people in most of the cities where we have facilities," he said. "We say, Here are the needs we have today for entry-level, and here are the needs for more proficient people. We work together on a program and contribute either funds or the time of our employees."

Kay Davis, Executive Director of the Business Roundtable for Education of the Greater San Diego Chamber of Commerce, emphasized how working with businesses can help teachers bring the real world into the classroom and make education more meaningful for students. "The teachers see for themselves how you can close the relevancy gap, answering the question, Why am I making you do this day after day to this level of perfection?"

At the Town Meeting's close, Deputy Secretary Kunin summed up the key to successful community partnerships in education: challenge students to high academic standards, define the skills students will need in the workplace, integrate classroom and on-the-job learning, involve business and community partners in planning curriculum, and promote lifelong learning. CU

School officials across the country are preparing for a record enrollment increase of approximately one million more public and private school students for the next school year. In accordance with sound planning and state law, local school districts are drafting their budgets for the 1996-97 school year. However, the absence of a full-year appropriation of education funding from Congress is keeping districts in a state of uncertainty. The current short-term continuing resolution, which expires March 15, cuts about $3 billion from education and potentially eliminates 50,000 teaching jobs. To accommodate the growth in student enrollment next fall, districts would need to hire approximately 50,000 new teachers — a 100,000 teacher gap between cuts in funding for teachers and the need for new teachers to cover student enrollment increases. Continued growth in student enrollment is expected over the next decade, which will magnify the impact of cuts in federal education funding.

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202–0498

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

Issue No. 33

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF
EDUCATION
Permit NO. G-17

114373
Gail Mathews
ERIC Processing and Reference Facility
1301 Piccard Drive
Suite 300
Rockville, MD 20850-4305

stronger inner fiber to make important decisions about their own personal lives.

Our fourth challenge is to recognize that we will never help our young people — especially those living in poverty — to measure up if we lower their expectations, water down their curriculum, and write them off by categorizing and stigmatizing them.

President Clinton and I urge every community and state, each in its own way, to reach for new levels of excellence. We will continue to support the good work now being done in so many local communities through the Goals 2000 initiative. Goals 2000 gives schools the extra money they never get to improve themselves.

We need to press on in our effort to open up public education to new ways of doing business. Technology is very much at the heart of our national effort to bring America's schools up to date.

We need to "fast forward" our efforts. This is our national mission. If we persevere we will achieve President Clinton's goal of making sure that every library, school and classroom in this nation is wired and on-line by the year 2000.

Getting computers into America's classrooms has to be seen as just one step in our growing effort to move American education into the future. Public school choice, schools-within-schools, and the expansion of the charter school movement are three other winning examples of American creativity.

Our sixth great challenge is helping our young people to make something of themselves in these new economic times. Today, too many of our young people see no connection between what they learn in school and the skills they need to function in real life. And too many business leaders rightly complain that high school graduates come to them without the skills for today's jobs.

We know, for example, that by the year 2000 — just four years from now — 60 percent of all new jobs will require advanced skills. Yet, today, only 20 percent of our workforce possesses the skills needed to move ahead. Good paying jobs require more of an education.

Keeping the doors to college wide open is our seventh great challenge. For more than fifty years, we have made access to higher education part of the American Dream. Yet today, the burden of paying for college is being placed more and more on students and their families.

In the last twenty years, forty million Americans have used a federal student loan to pay for their college education. Today, two-thirds of all student financial aid dollars in this country come from my department. I am pleased to tell you that we have cut the student loan default rate in half, and we are collecting on many more defaulted loans, saving taxpayers millions of dollars.

Yet despite this good progress, we face difficulties reaffirming this national commitment to opening the doors to higher education even wider. I urge the Congress to preserve and expand our "direct lending program," which has the support of America's higher education community.

We are at the gateway of a new time. This is absolutely the wrong time to cut our investment in education at all levels — and the wrong time for Congress to be so out of touch with the American people.

The story of America in this century is the story of giving each new generation of Americans the opportunity to advance themselves through education. We did not become the world's greatest superpower, the most productive nation in the world, on a foundation of ignorance.

We need to recognize that the success and freedom of being an American is the freedom of excellence. **CU**

Community Update *is published by the Office of Intergovernmental and Interagency Affairs.*

Assistant Secretary
MARIO MORENO
Senior Director
JOHN McGRATH
Editor
JOY BELIN
Designer
BARBARA JULIUS